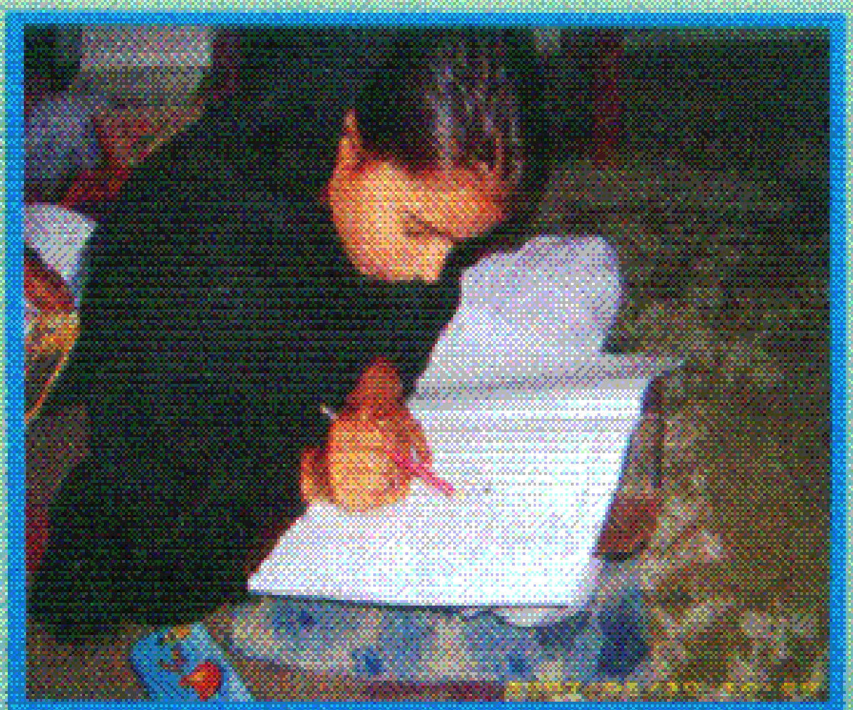
PROVINCIAL EDUCATION ASSESSMENT CENTRE, DC & TE ABBOTTABAD
NWFP ASSESSMENT REPORT 2007

In collaboration with:

National Education Assessment System (NEAS)
Ministry of Education, Govt; of Pakistan



Foreword

On the analogy of the International Assessments the Govt; of Pakistan has initiated the National Assessment in its own context. It is felt that the National Assessment is essential for the improvement of quality of education in the country. The assessment is the key to know about the students at different grades that what they are learning and what they are being taught. It informs the Stakeholders about the strong and weak areas in the education system as well as policy makers for policy decisions. The Government of NWFP institutionalized the Assessment Centre w.e.f July 2007 as permanent institution in the Education Department focusing to;

> *"Build assessment capacity at the school and provincial levels to better measure learning outcomes and improve the quality and effectiveness of programme interventions"*

The Provincial Education Assessment Centre (PEACE) conducted three cycles of National Achievement Testing in collaboration with National Education Assessment System (NEAS) Ministry of Education, Islamabad. The assessment has provided opportunities to examine the performance of the students across the objectives of National Curriculum 2002. It has also been revealed by the analysis that what are the factors contributing in the achievement of students learning outcomes.

The results of Assessment in connection with achievement of the objectives of PEACE NWFP, the Stakeholder Conference is to convene to share the goals and objectives of the Assessment with the Executives, Politicians, Educators, Planners, Officials of Education Department, Curriculum Developers, Representatives from the Local Government as well as the Private Schools, Governmental & Non-Governmental Organizations, Teachers, Students & Parents etc; and to make them aware of strong & weak areas in achievement of the student learning outcomes for the quality education. The Stakeholder Conference will help us in making the bridges in-between the gapes by seeking the suggestions and recommendations by the Stakeholders.

I would like to appreciate the initiatives of Provincial Education Assessment Centre, Directorate of Curriculum & Teacher Education NWFP Abbottabad to hold 2nd Stakeholder Conference to inform all the Stakeholders about weak and strong area in the achievement of the students timely. I hope these steps would prove to be mile stones in improving the quality of Education in the Province.

Government of Pakistan, Ministry of Education takes this opportunity to reiterate its support for PEACE NWFP and undertakes to facilitate in coordinating Assessment efforts including the process of development/conduct and dissemination at Provincial levels to establish a sustainable Assessment Center, the results of which will be reliable and accepted at National and International level.

Shafiullah Khan
Secretary Schools & Literacy
Department, Govt of NWFP

Acknowledgment

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- Secretary Schools and Literacy Department Government of NWFP.
- National Education Assessment System (NEAS), Ministry of Education, Govt. Of Pakistan.
- Director, School and Literacy NWFP, Peshawar.

In addition, thanks are also due to the District Education Officers, Staff of Teacher Training Institutions, Test Administrators, Head Teachers, Teachers and specially Students that allowed the assessment agencies to know through learning outcomes that where they stand in terms of achievement.

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List of Abbreviations

AIOU	Allama Iqbal Open University (Islamabad)
ACER	Australian Council for Educational Research
AEAC	Area Education Assessment Centre
ATC	Assessment Training Centre
AJK	Azad Jammu and Kashmir
B.Ed	Bachelor of Education
CT	Certificate of Teaching
DC & TE	Directorate of Curriculum & Teachers Education
DFID	Department for International Development
DoE	Department of Education
ETS	Educational Testing Service
FCE	Federal College of Education (Islamabad)
FANA	Federally Administrated Northern Areas
FATA	Federally Administrated Tribal Areas
GCET	Government College for Elementary Teachers
IAEA	International Association for the Evaluation of Educational Achievement
ICT	Islamabad Capital Territory
IER	Institute of Education and Research (University of the Punjab)
IPI	International Partnering Institution
IRT	Item Response Theory
M.Ed	Master of Education
MoE	Ministry of Education
MCQ	Multiple Choice Question
NAT	National Achievement Test
NEAS	National Education Assessment System
NIP	National Institute of Psychology (Quaid-e-Azam University)
NPCC	National Planning and Coordination Committee
NWFP	North West Frontier Province
PIP	Project Implementation Plan
PITE	Provincial Institute of Teacher Education
PTA	Parent Teacher Association
PTC	Primary Teaching Certificate
PPS	Probability Proportional to Size
PEACE	Provincial Education Assessment Centers
PISA	Program for International Studies of Assessment
RITE	Regional Institute of Teacher Education
SAT	Scholastic Ability Test
SMC	School Management Committee
SD	Standard Deviation
TA	Technical Assistance
TOEFL	Test of English as Foreign Language
TIMSS	Trends in Mathematics and Science Study

IVE SUMMARY

National Education Assessment System (NEAS), Ministry of Education at Federal level has been institutionalized by the Govt; of Pakistan with its helping hands in the Provinces & Areas named as PEACEs (Provincial Education Assessment Centers)

According to the Project Implementation Plan (PIP) NEAS/PEACE has conducted National Assessment, at Grade-IV and Grade-VIII in four subjects by taking the Stratified Random Sample. The subjects included in this Assessment study are as under:

- Language
- Mathematics
- Science
- Social Studies

The major tasks of NEAS/PEACE are:

1. Informing Policy: The extent to which geography and gender are linked to inequality in student performance.
2. Monitoring Standards: How well the curricula are translated into knowledge and skills.
3. Identifying correlates of achievement: The principle determinants of student performance and how resource allocation might be re-directed
4. Directing Teachers' Efforts and Raising Students' Achievements: Assisting teachers to use data for improving student performance.

Results of the first round of National Assessment 2005, in terms of scaled achievement scores and the impact of background and context variables on students' achievement were presented in the 1st Stake holders Conference in November 2006, comprehensive report has already been published.

The framework for National Assessment in the subject of Language was consist of context for Reading; Literary Experience, Reading for Information & Reading to perform a task. The aspects of Reading were Forming a General Understanding, Developing Interpretation, Making Reader Text Connection and Examining Content & Structure. Keeping in view the Framework and test specification Items were developed and finalized for administration at National level under the NEAS through long process by conducting the series of workshops.

The framework for National Assessment in the subject of Mathematics comprised of Conceptual Understanding, Procedural Knowledge & Problem Solving against the content strands of Mathematics reflected in the National Curriculum. The same procedure was adopted for the development, finalization and administration of Test Items at National level.

The results of 2006 for Grade-IV in the subject of Mathematics, Language, Science & Social Studies and results of 2007 for Grade-VIII in the subjects of Mathematics & Language are being presented in the 2nd Stake Holders Conferen

The achievement scores of the students of Grade-VIII in the subject of Language & Mathematics are reported on a scale of 1-1000, with a set mean at 500 and standard deviation of 100. The scaled mean scores obtained in 2005 can be used as baseline for reporting trends over time as well as for comparing the average and relative performance of different groups of students. The 2005 baseline scaled mean scores are being used to set targets for improvement of learning achievement in the current & future rounds of National/Provincial Assessment. On this scale, the NWFP Urdu scaled mean score for Grade-VIII is 479 and the Mathematics mean score is 457, both are found below the set mean of 500. The National scaled mean scores in Urdu and Mathematics are 520 and 458 respectively.

Keeping in view background in context variables in relation to achievement scores revealed that several variables related to student home background, teaching-learning processes and teaching practices have been taken in account during this study.

Home coaching played significant role in the higher mean scores. The coaching of different family members contributed differently in the achievement of the Students. The impact of educational and occupational profile of fathers of students was also taken in consideration in this study.

Male students scored significantly higher in Mathematics. It is also observed that in the subject of Language Rural Students have performed significantly better as compared to the Urban Students. Teachers' Higher Academic qualifications affected the achievement. The teachers having Bachelor & the Master Degree, their students performed better as compared to the rest of the categories. Similarly the teachers having Higher Professional Education, their students showed better results, however, the students of CT Teachers performed rather better.

In the subject of Mathematics two parallel tests were administered and collected data was analyzed. The Item Map of Test-A showed that the Test was appropriate for the Grade-VIII. Some items related to Conceptual Understanding & Problem Solving were found difficult on the part of the students whereas very few items related to Conceptual Understanding were found easiest for the students.

The Item Map of Test-B showed that the test was rather difficult for Grade-VIII. Some items related to Procedural Knowledge & Problem Solving were found difficult on the part of the students whereas very few items related to Problem Solving & Conceptual Understanding were found easy for the students.

In the subject of Language two parallel tests were administered and collected data was analyzed, the Item Map of Test-A & Test-B showed that both the Tests were appropriate for the Grade-VIII. Some items from Test-A related to Forming General Understanding & Developing Interpretation in the context of Reading for Information were found difficult on the part of the students whereas items related to Development Interpretation and Examining the Content & Structure in the Context of Performing a Task were found easy for the students.

The Item Map of Test-B showed that some items related to Grammar and Persuasive Writing were found difficult on the part of the students whereas items related to Development

Interpretation and Examining the Content & Structure in the Context of Performing a Task were found easy for the students.

1 INTRODUCTION

Assessment is a systematic process that plays a pivotal role in an effective teaching learning process. It is two pronged in its main objectives that it deals with the quantity and quality in Education System. It begins with the identification of weak and strong areas in the prevailing education system. It informs the stake holders and policy makers that where do we stand at National Level and International Level as well. The students are assessed keeping in view their learning outcomes across the National Curriculum. The policy documents of Federal and Provincial Governments stress upon the quality of Education which can only be determined through appropriate assessment techniques.

1.1 Assessment Tools and Target Population

The assessment tools for measuring the learning outcomes of the students are developed by NEAS after the consultation with the PEACE subject experts from the core curriculum and administered in the randomly selected schools on the students of level-VIII. The NEAS used 2 stage stratified random cluster sample for Grade-VIII and provided the list of sampled schools to the PEACE. The explicit strata are gender i.e Male & Female, locale i.e Rural & Urban and the implicit strata are School Type & Districts.

In a national/provincial assessment, instruments of achievement in key curriculum areas are in the subject of Urdu & Mathematics along with background questionnaires regarding Students/Parents background, Teacher/Head Teacher Background and Schools Facilities which are administered to students of selected grade/levels. Performance of students in selected sub domains can point out the strengths and weaknesses in students' learning achievement within the curriculum areas and can show how the intended curricula are implemented in schools. Back ground data of selected students, teachers and school background factors affecting the learning outcomes is collected along with student achievement data to help in identifying the areas of improvement. This information could then help policy makers identify factors over which they can exert some control.

1.2 The Commitment of the Government

Like many developing countries, Pakistan is also faced with a problem of expanding enrollment while at the same time improving the quality of education remains a challenge. Little evidence however, is available in Pakistan on the assessment of quality of student learning. To fill-in this gap, a well planned and properly executed National/Provincial assessment is needed. Considering this need, the Government of Pakistan and Govt. of NWFP is committed to improve the quality of education along with its effort to increase enrolment and access. This commitment is reflected in the government's policy documents (National Education Policy 1998-2010, Education Sector Reforms 2001-05) and in its reaffirmation at international forums (Jomtien Declaration 1990 and EFA Assessment 2000, Dakar) to include quality outcomes such as student achievement scores as performance monitoring indicators in the education sector. A specific priority within the overall plan is to:
"Build assessment capacity at the school, provincial and federal levels to better measure learning outcomes and improve the quality and effectiveness of programme interventions."

As a part of Government of Pakistan's commitment, the Federal and Provincial Governments have also taken some assessment initiatives under development projects in the past. Most of these assessment activities have been project driven and there is little institutional base either

at the Federal or Provincial level to sustain assessment activities beyond the project timelines. Consequently, there is also little evidence of the impact of project investments in training and human resource development in the field of student assessment. The initiatives taken so far are on a small scale and lack standardization, comparability and failed to provide useful information on the achievement of the students in the real sense.

In the backdrop of the outcomes of these initiatives, National Education Assessment System (NEAS) has been developed as a priority programme under the Ministry of Education's (MoE) Education Sector Reform Action Plan by establishing its helping hands like PEACEs' & Area Centers allover the country.

1.3 Direct and Indirect Benefits

It is anticipated that the National/Provincial Assessment will make available credible data to provide feedback to the education system to facilitate resource allocation, policy formulation, the improvement of the curriculum, textbook and materials development, and teaching, supervisory and management practices those will contribute to the enhancement of the quality of education.

2 NATIONAL/PROVINCIAL ASSESSMENT INSTRUMENTS

2.1 Instruments of Assessment

To measure students' learning achievement and to obtain information on factors that affect the quality of student learning; two different kinds of instruments were used for the assessment of Grade-VIII students in 2007. These were:

a) Achievement tests in Language and Mathematics, and,
b) Student, Teacher and Head teacher Background Questionnaires

2.1.1 Development of Instruments

Achievement tests were developed at National level keeping in view the National Curriculum 2002 and Assessment Framework. The following processes were adopted to develop the achievement tests in accordance with:

i. Learning outcomes in the subject of Urdu based in the context and aspects of reading and writing according to the adopted Framework for National Assessment and in the subject of Mathematics learning outcomes were assessed keeping in view the content and aspects of learning such as Conceptual Understanding, Procedural Knowledge & Problem Solving.
ii. A table of specifications was designed for the tests which included content, learning outcomes, number of items and type of item;
iii. Multiple Choice and Constructed Response were developed so as to provide better standardization of test setting and marking.

2.1.2 Background Questionnaires

Separate background questionnaires were developed in the workshop held at National level for Head Teachers, Teachers and Students. These questionnaires contained questions to identify the association of various personal, home, school, teaching and community variables contributing in the student achievement. For example, the basic dimensions of this dataset included parental education and occupation; supporting inputs from home and community; students attitude towards school and teachers; the teachers' qualification and teaching practices, and multi-grade teaching etc.

2.1.3 Establishment of Baseline of Achievement

Both the Mathematics and Language achievement tests and background questionnaires were piloted in two districts of NWFP along with the other districts of the country in order to check the validity and reliability of the test. To facilitate systematic conversion of test responses from booklets to computer, these tests were first marked, coded and scored manually followed by data entry in the computer. Classical item analysis were conducted (using ITEMAN software) to select items for the first round of National Assessment for Grade-VIII in 2007. Items were selected on the basis of item statistics (difficulty, discrimination indices) and professional evaluation of item content by subject specialists. Some new items were also developed to improve the item pool and formats. These assessment instruments were administered in April 2007 to a Provincial sample of 1999 students with the objective of establishing a baseline of achievement for Grade-VIII students in Mathematics and Language.

3 PROVINCIAL ASSESSMENT SAMPLE

3.1 Target Population

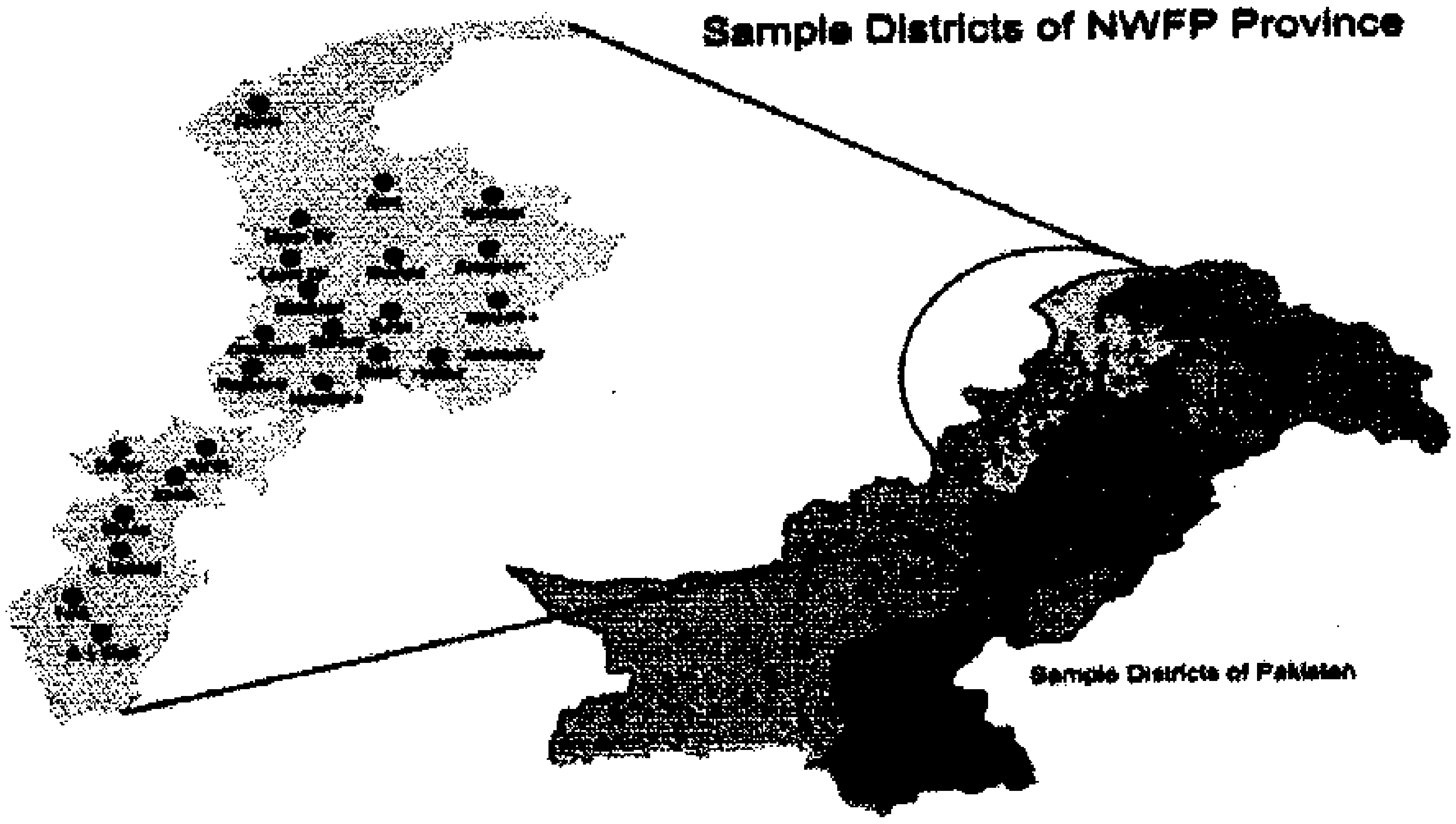
In order to draw an adequately representative sample of the province; the statistics of Government schools in the National Education Management Information System (NEMIS) and EMIS database was used as the sampling frame. A stratified, random sampling procedure was used with two agreed Explicit, Strata Location (Rural/Urban) and Gender (Girls/Boys), two agreed Implicit Strata, School type and Districts were used. Data was also analyzed by level of school (Middle, Secondary and Higher Secondary) as an Implicit Stratum to explore the achievement of Grade-VIII students.

The National Achievement Test has been conducted in the 20 Districts of NWFP and four districts could not be included in the random sample. The intended target as per sample was 2000 and achieved target 1999 students.

3.2 Sample Size

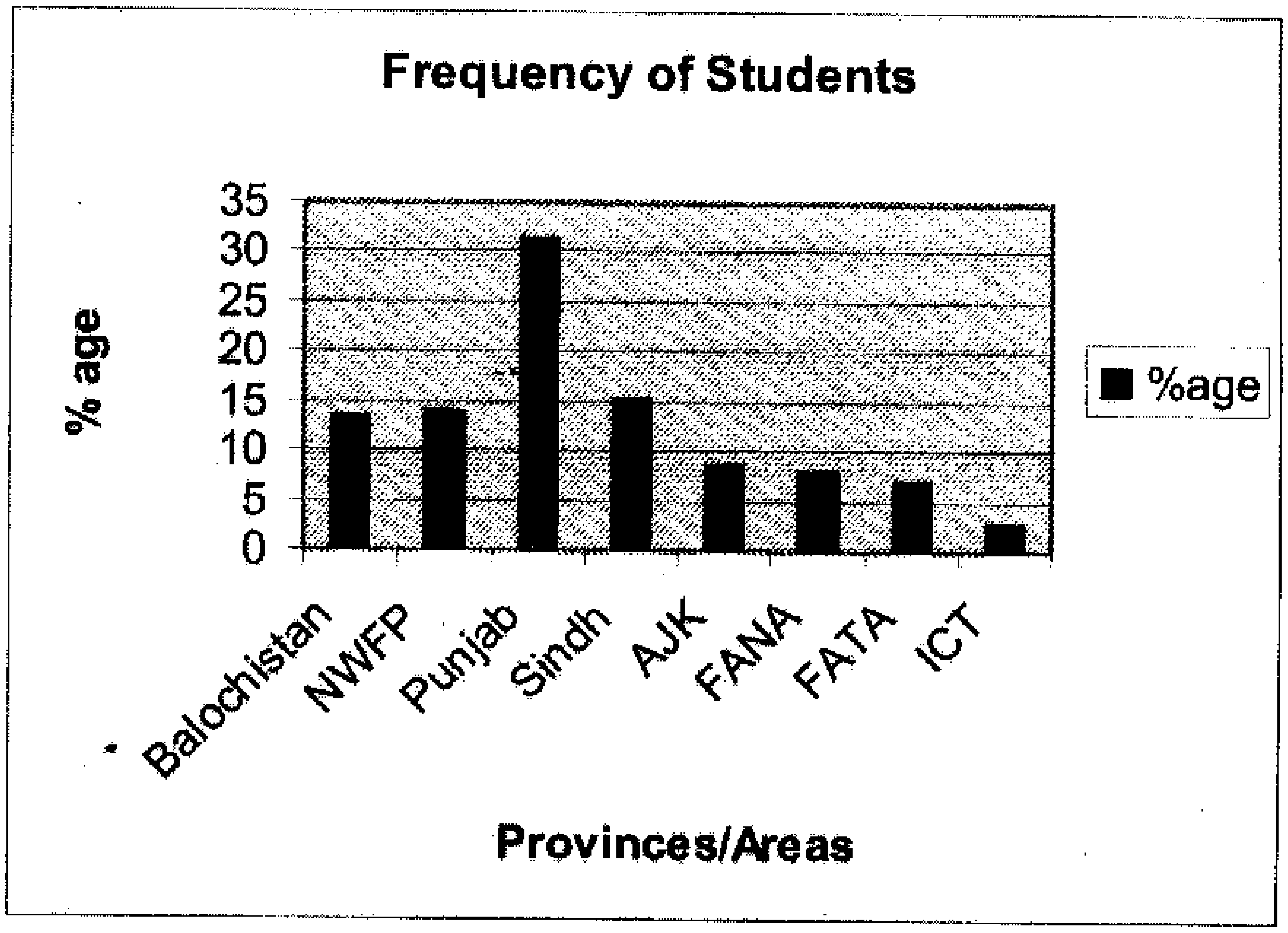
Schools were selected in fixed proportions from the defined group location (Rural/Urban) and gender (Girls/Boys). 101 schools were planned and 100 were achieved from Rural and Urban areas from 20 Districts out of 24 Districts of NWFP.

NWFP	Number of Schools		Number of Students	
	Intended	Achieved	Intended	Achieved
	101	100	2020	1999


Sample Districts of NWFP Province
Sample Districts of Pakistan

3.3 Sample Selected

Province	Frequency Of Students	%age
Balochistan	1878	13.3
NWFP	1999	14.1
Punjab	4433	31.3
Sindh	2163	15.3
AJK	1190	8.4
FANA	1110	7.8
FATA	984	7.0
ICT	387	2.7
Total	14144	100.0



The selected sample was 14.1 of the total for NWFP. This sample was stratified randomly sample.

4 UNDERSTANDING PEACE RESULTS

4.1 Mean Scaled Score

Students' achievement is assessed in terms of their scores on the Mathematics and Urdu tests. These scores provide a measure of how well the students answer items based on the National Curriculum. Applying IRT (one parameter RASCH model) calibrations, scores on each test were rescaled. The scales were centered on item difficulty in order to have an indicator of the adequacy of average performance and an indication of how well the test takers performed in relation to the desired level of achievement. Scaled scores could also be used to prevent item selection having an undue influence on the scores of students. The scaled score used in the PEACE is the same as that used in many International Assessments, for example, TIMSS, SAT, and TOEFL. The range of scaled scores is between 01000. The achievement scales are constructed so that a student achieving 50% of the marks in a test receives a scaled score of 500. The standard deviation, that is, the extent to which the score can vary from 500, is set at 100. This scale will be used to report scores each time when ever the National Assessment is conducted and will be used to report trends over time as well as the average and relative performance of different groups of students. The 2007 baseline scaled Mean scores can also be used for improvement of learning achievement to be reflected in future rounds of Provincial Assessment.

4.2 Need of National Assessment

International comparative assessment being a global call, the stake holders have the interest that such an International Assessment procedure may be adopted in the country. Trends in Mathematics and Science Studies (TIMSS) are conducted periodically in over 60 countries under the auspices of the International Association for the Evaluation of Educational Achievement (IAEA) and PISA study has also been conducted in over 42 countries. Its main focus was Math, Science, Language and Social Skills. National Science and Mathematics curricula for the assessment of learning achievement have been used in these international studies. The factors were explored during the surveys of Teachers and Students that affect the learning outcomes of the students. PEACE is striving hard in nurturing a permanent assessment culture in the province that's why this institution is establishing a credible system of assessment with the collaboration of NEAS. It is hoped that this system will be at par to the International Assessment Systems very soon.

4.3 Software's Used in the Analysis of PEACE Results

The PEACE used widely accepted statistical procedures in analyzing the data. After completion of the data entry process, data is converted into SPSS file format. SPSS is used for basic descriptive/summary statistics and correlation analysis. The following software's are also used as the major data analysis tools:

- ITEMAN (for Classical Item analysis) by Assessment Systems (Micro CAT)
- QUEST (Introduction for IRT)
- AM (for Application of Tests of Significance)

5 NWFP RESULTS

In this report results of Urdu and Mathematics are presented of the representative sample of Grade-8 students in the selected Government Schools for Girls and Boys of NWFP.

Province vs Nation	Mathematics	Urdu
NWFP	**457**	**479**
Rest of Pakistan	458	520
Difference	Sig	N. Sig

In the subject of Mathematics mean score 456.610 have been achieved by the Grade-VIII students and 478.684 in the subject of Urdu on a National/Provincial scaled mean score set at 500.

5.1 Comparison of NWFP Results

5.1.1 Achievement of Content Domains in Language

Subtest	Scaled Mean
Reading	**493**
Grammar	485
Writing	422
Language Total	479
Difference	Total vs Reading Total vs Grammar Total vs Writing

In the Urdu language the students of Grade-VIII in NWFP have achieved a scaled mean score 479 in the achievement test. Scores are significantly higher on reading as compared to the other domains of Language. It is revealed by the analysis that students got the lowest score on writing domain.

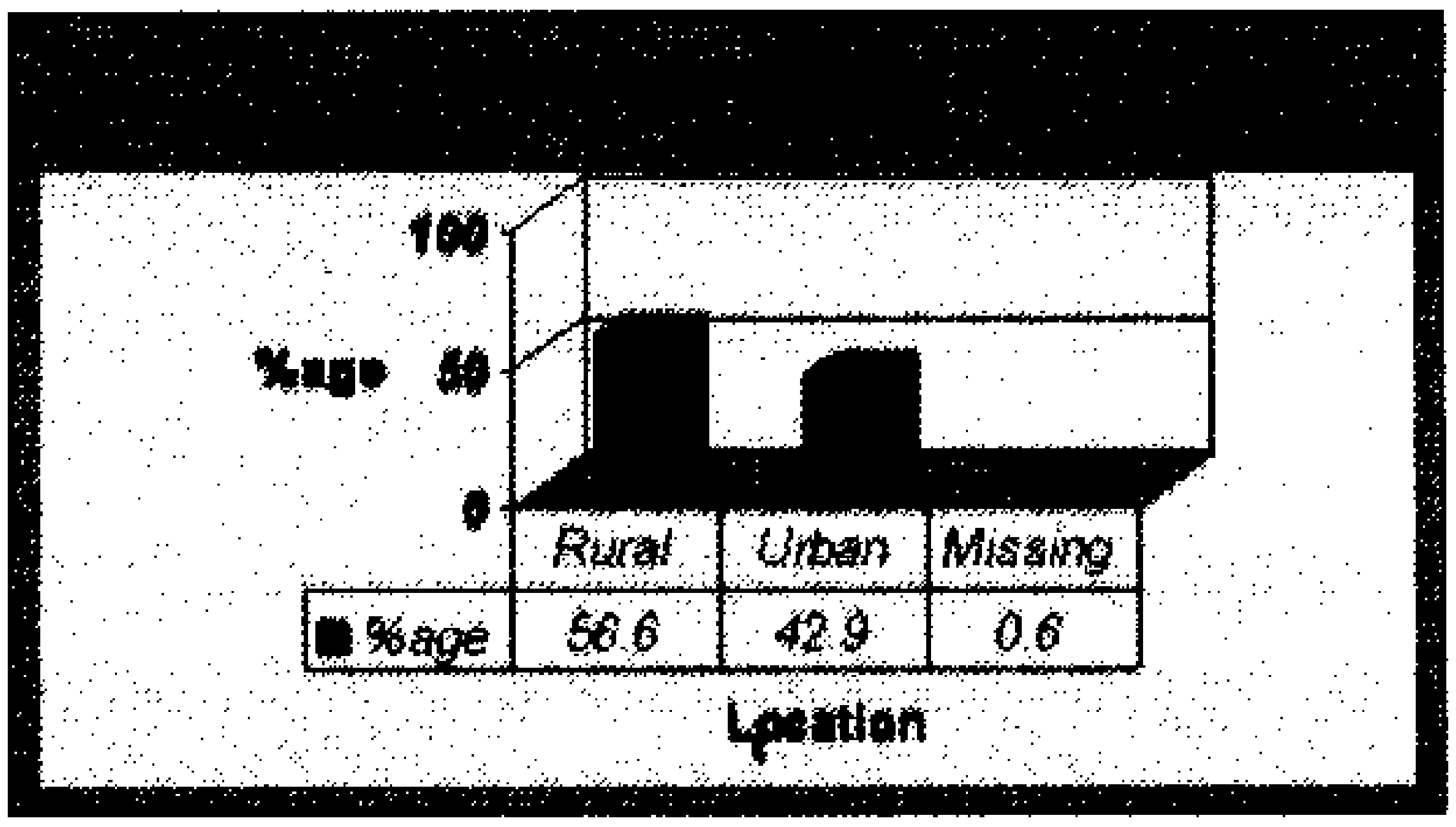
It is the reflection of the emphasis given on the reading during the delivery practices and no attention is given to the usage of the Grammar. The Text Books don't have writing exercises through which students can structure the task according to the set criteria.

5.1.2 Achievement of Cognitive Domain in Mathematics

Subtest	Scaled Mean
Conceptual Understanding	**456**
Procedural Knowledge	455
Problem Solving	450
Mathematics Total	457
Difference	Total vs Conceptual Understanding Total vs Procedural Knowledge Total vs Problem Solving

Grade-VIII students in NWFP achieved scaled mean score 457 in the Mathematics Test and Students' scores were below the set Mean on all content domains. There was no significant difference across the content domain in the performance of the students.

5.1.3 Student Achievement by Location



The sample taken form the Province was 56.6% Rural and 42.9% Urban in the Assessment 2007 for Grade-VIII

Location	Mathematics	Urdu
Urban	458	471
Rural	452	511
Difference	N. Sig	Sig

There was no significant difference between the score of students in urban and rural areas in Mathematics. Where as there is a Significant Difference in between the scores of students in Urban & Rural areas on Urdu Test.

The rural students has performed better as compared to the urban students on Urdu test

5.1.4 Student Achievement by Location & Gender

Location	Gender	%age	Mathematics	Urdu
Rural	**Boys**	84	466	467
	Girls	70.8	434	485
Difference			Sig	N.Sig
Urban	**Boys**	16	456	502
	Girls	29.2	448	522
Difference			N. Sig	N. Sig

There was no significant difference between the scaled mean score of girls and boys on Urdu Test in Rural area, and there is a significant difference between the achievements of boys and girls on Mathematics Test in Rural area.

There is no significant difference between the scaled scores of boys & girls on the Urdu and Mathematics test in Urban area.

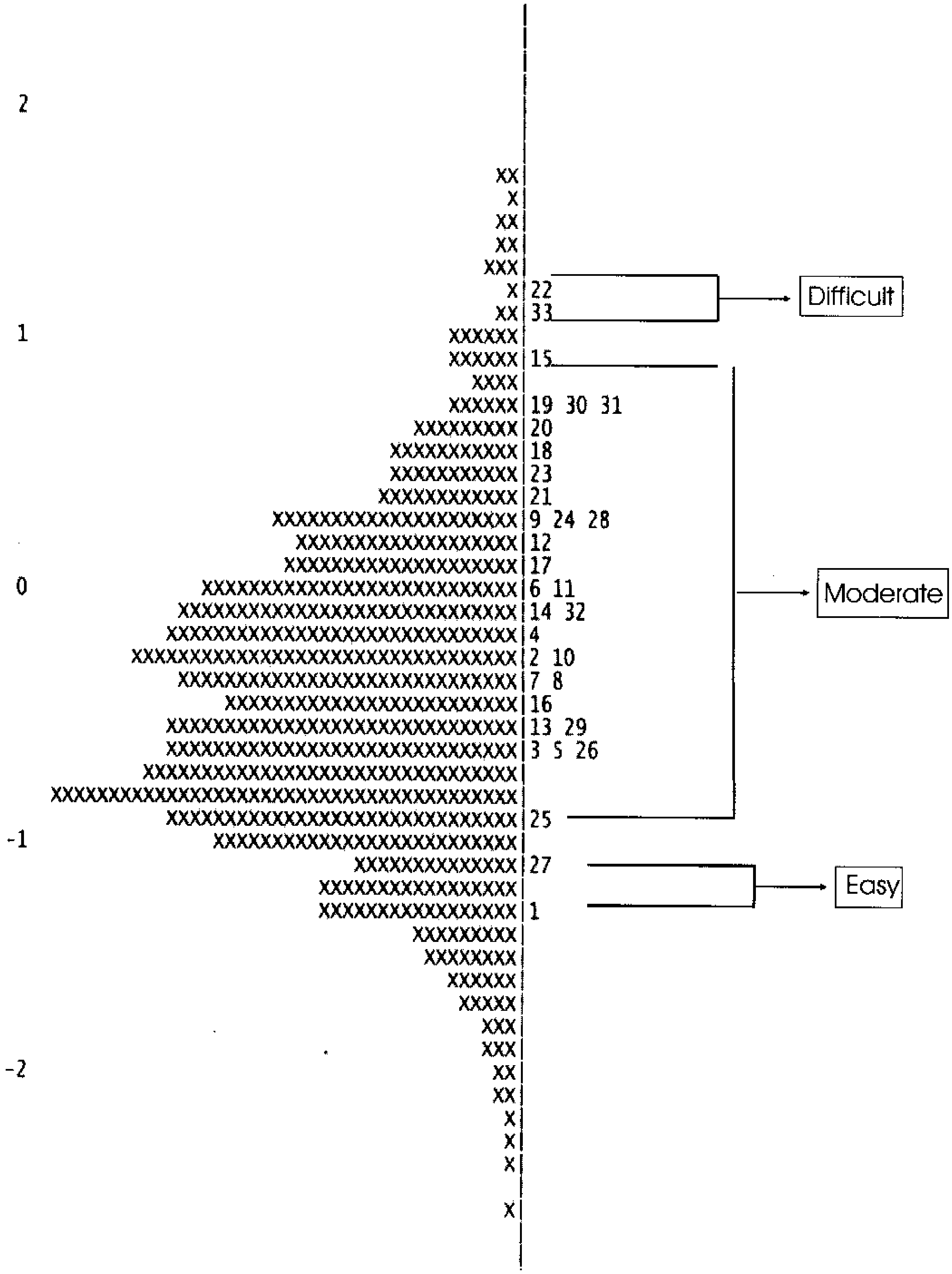
5.1.5 Mathematics Results for the Provinces/Areas

Province	Mathematics
Balochistan	437
NWFP	**457**
Punjab	472
Sindh	418
AJK	437
FANA	433
FATA	457
ICT	478

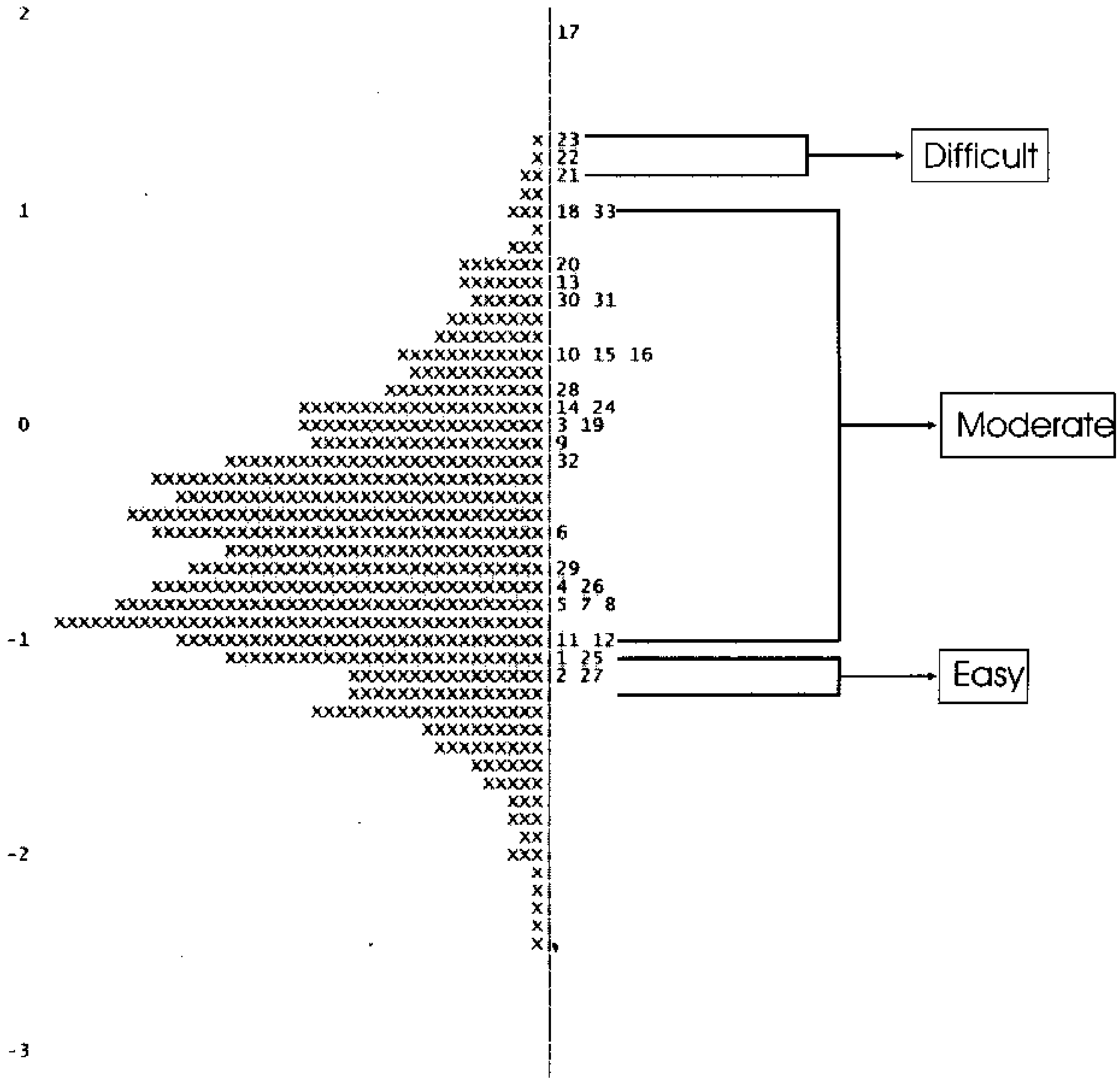
Students from ICT, FATA, NWFP and Punjab scored higher in Mathematics as compared to the rest of the nation. However the students' scores in the subject of Mathematics were below the set Mean.

5.1.6 Performance on Mathematics Items

Math A Test



Math B Test



In the subject of Mathematics two parallel tests were administered and collected data was analyzed, the Item Map of Test-A showed that the Test was appropriate for the Grade-VIII. Some items related to Conceptual Understanding & Problem Solving were found difficult on the part of the students whereas very few items related to Conceptual Understanding were found easiest for the students.

The Item Map of Test-B showed that the test was rather difficult for Grade-VIII. Some items related to Procedural Knowledge & Problem Solving were found difficult on the part of the students whereas very few items related to Problem Solving & Conceptual Understanding were found easy for the students.

5.1.7 Urdu Results for the Provinces/Areas

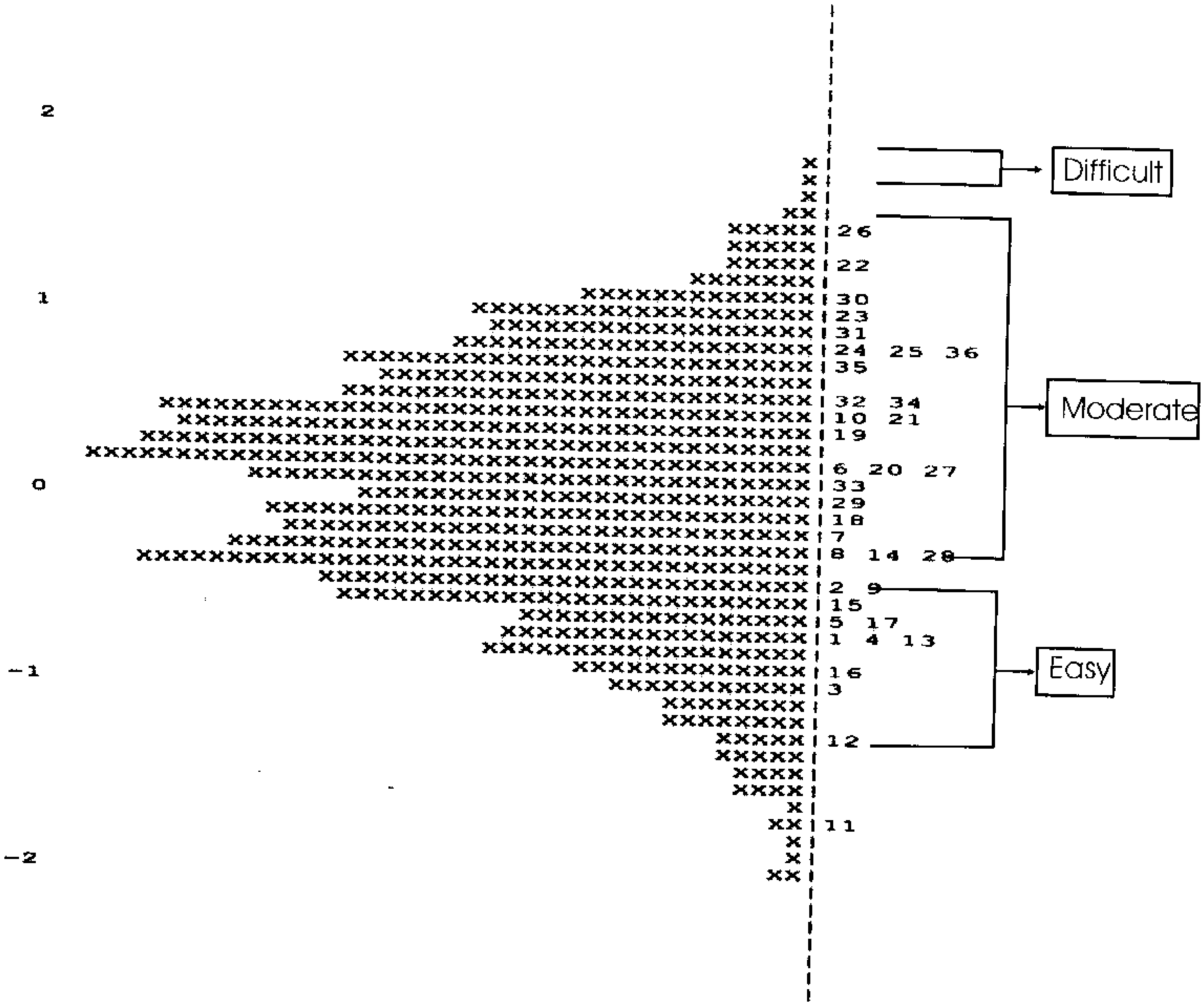
Table 7.Language Results for the Provinces/Areas

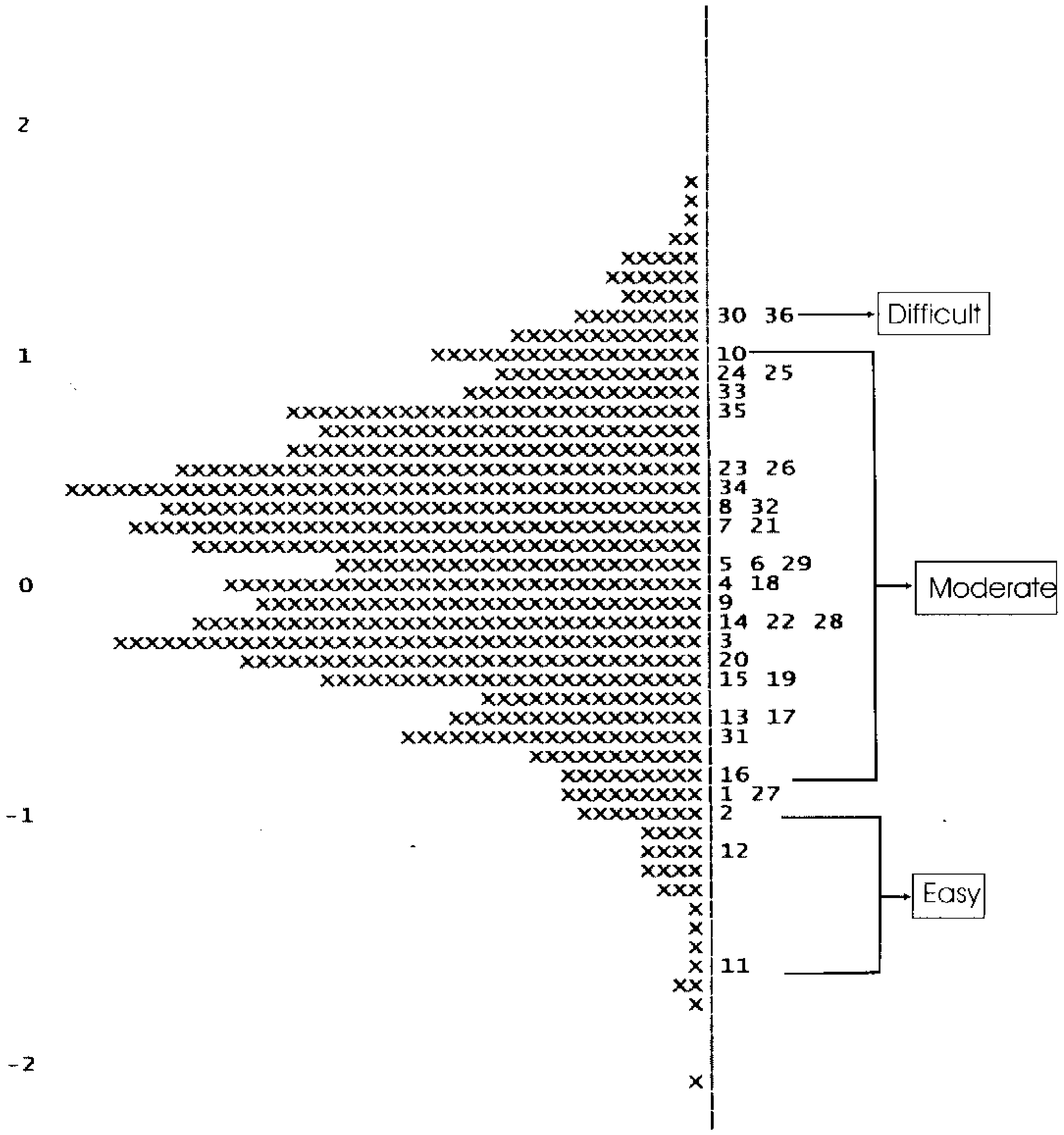
Province	Language
Balochistan	491
NWFP	479
Punjab	541
Sindh	464
AJK	484
FANA	482
FATA	495
ICT	548

AJK, Balochistan, ICT, FANA, FATA and Punjab have performed better in the subject of Urdu. However ICT and Punjab has performed above the set Mean.

5.1.8 Performance on Language Items

Urdu A Test





In the subject of Language two parallel tests were administered and collected data was analyzed, the Item Map of Test-A & Test-B showed that both the Tests were appropriate for the Grade-VIII.

Some items from Test-A related to Forming General Understanding & Developing Interpretation in the context of Reading for Information were found difficult on the part of the students whereas items related to Development Interpretation and Examining the Content & Structure in the Context of Performing a Task were found easy for the students.

The Item Map of Test-B showed that some items related to Grammar and Persuasive Writing were found difficult on the part of the students whereas items related to Development Interpretation and Examining the Content & Structure in the Context of Performing a Task were found easy for the students.

5.1.9 Teacher Gender vs Achievement in Languag

Teacher's Gender	%age	Teacher Language Scaled Score	Student Language Scaled Score
Female	33	618	495
Male	67	624	472

Analysis reveals that the male teachers' performance did not play vital role in the performance of the students in the subject of Language.

5.1.10 Teachers Gender vs Achievement in Mathematics

Teacher's Gender	%age	Teacher Mathematics Scaled Score	Student Mathematics Scaled Score
Female	33.6	598	442
Male	66.4	692	469

Analysis reveals that the male teachers' performance played significant role in the performance of the students in the subject of Mathematics.

6 BACKGROUND VERSUS ACHIEVEMENT SCORES

Findings of previous researches in the field of achievement testing and educational research indicate that students' achievement is determined by:

Student characteristics such as the home background and attitudes towards education;
The teaching and learning process and teaching practices such as teacher attitude, order and discipline, the variety of teaching strategies, the assignment of homework and providing feedback to students on their work;

- School conditions and climate such as effective leadership, the general facilities of the school, the organized curriculum, flexibility and autonomy;
- Supporting inputs such as parent and community support and effective support from the education system.

Besides testing the students in Mathematics and Urdu throughout NWFP, students were administered questionnaires to collect information about their background, socio economic status of the family, family support for studies and many factors which may affect their learning. Background data were collected from the students to investigate the impact of background on achievement of students in different subjects. Data were analyzed to explore the effect of various factors on students' achievement. The details of the achievement of students in the subjects of Urdu and Mathematics with respect to different aspects of their background are discussed in the following sections.

6.1 Student Age and Achievement

The NWFP sample included 46.1% almost 15-17 years old students & 39.3% were below 15 years age students. **Students aged below 15 years (the desired age level for grade 8) got the highest mean scaled scores in Urdu & Mathematics. While students aging to 15-17 years old did not perform better in both the subjects.**

6.1.1 Students' Age and Achievement in Urdu

Year of Birth	% age	Language
1981-1989	3	468
1990-1992	46.1	483
1993 and above	39.3	504

It was found that scaled means scores in Language of students aging below 15 years old were highest and significantly better than all other groups. It is worth mentioning that students aged below 15 years (the desired age level for grade 8) got the highest mean scaled scores in Urdu.

6.1.2 Students' Age and Achievement in Mathematics

Year of Birth	% age	Mathematics
1981-1989	3	444
1990-1992	46.1	445
Above 1992	39.3	558

It was found that scaled mean scores in Mathematics of students aging below 15 years old were also highest and significantly better than all other groups.

6.1.3 Teaching Mathematics at Home

Who teaches you at home	% age	**Mathematics** Mean
Father	14.5	445
Mother	1.6	445
Elder brother	28.4	447
Elder sister	9.7	459
Tutor	4.6	444
Other family member	9.5	460
Nobody	31.8	471

The students who did not have family support in Mathematics scored higher as compared to those who reported to be helped by the family members.

6.1.4 Urdu Teaching at Home

Who teaches you at home	% age	**Language** Mean
Father	14.5	470
Mother	1.6	500
Elder brother	28.4	473
Elder sister	9.7	491
Tutor	4.6	493
Other family member	9.5	485
Nobody	31.8	481

Analysis revealed that Urdu language achievement is affected by family support. For language achievement however, mother's support seems to be more effective as compared to support from rest of the family members. The support from the tutor seems to play an important role in the improving of Language.

6.1.5 Language at Home

Which language do you most often speak at home	**%Age**	**Mathematics**	**Language**
Urdu	2.5	441	**485**
Pashto	75.9	458	471
Hindko	15.4	439	439
Any other	6.2	**484**	485

The students reported to speak Urdu at home performed better on Language test, whereas the students reported to speak any other language at home out performed on Mathematics test.

6.1.6 Location wise Medium of Instruction vs Achievement

Location	Medium of Instruction	% age of Schools	Mathematics	Language
Rural	**Urdu**	80.3	458	471
Rural	**Unknown**	19.7	419	462
Urban	**Urdu**	61.3	453	510
Urban	**Unknown**	38.7	426	517

The Analysis revealed that the medium of instruction as Urdu has played vital role in the achievement on Mathematics Test in both Rural & Urban areas.
In the rural area students performed better on the test of Language having medium of instruction Urdu and in the Urban area students showed better results on Language test where medium of instruction was other than Urdu.

6.2 Parents Education

6.2.1 Fathers' Education vs Achievement in Mathematics

Father Education	%age	Mathematics
Illiterate	33.9	455
Completed Primary School	26.3	459
Matriculate	24.9	456
Intermediate	6.9	441
General BA/B.Sc	3.8	475
Graduate in Engineering	.2	506
Graduate in Law	.4	473
Graduate in Medicine	.5	494
Graduate in Business	.2	491
Masters	2.1	453
Higher than Masters	.7	460

Where the Father's education was reported as Graduate in Engineering, Graduate in Medicine and Graduate in Business, their children has shown better results as compared to the rest of the categories, but the results of al the categories were below than the set mean i.e 500. The proportion of the out performed category in the sample was very low.

6.2.2 Fathers' Educations vs Achievement in Urdu

Father Education	% age	Language
Illiterate	33.9	475
Completed Primary School	26.3	472
Matriculate	24.9	484
Intermediate	6.9	501
General BA/B.Sc	3.8	506
Graduate in Engineering	.2	501
Graduate in Law	.4	530
Graduate in Medicine	.5	494
Graduate in Business	.2	520
Masters	2.1	471.898
Higher than Masters	.7	458.310

Where the Father's education was reported as Graduate in Engineering, Graduate in Medicine, Graduate in Business and Intermediate, their children has shown better results as compared to the rest of the categories, but the results of all the categories were below than the set mean i.e 500.

6.2.3 Mothers Education and Achievement in Mathematics

Mother Education	% age	Mathematics
Illiterate	78.8	454
Completed Primary School	14.7	449
Matriculate	4.7	444
Intermediate	1.0	448
General BA/B.Sc	.5	436
Masters	.3	481

Information's about mothers' education level were collected and analysis revealed that the children of the mothers reported as Masters and Illiterate has performed better as compared to the rest of the categories.

6.2.4 Mothers Education vs Achievement in Urdu

Mother Education	% age	Language
Illiterate	78.8	477
Completed Primary School	14.7	495
Matriculate	4.7	506
Intermediate	1.0	496
General BA/B.Sc	.5	519
Masters	.3	425

Analysis revealed that children of the mothers having BA/B.Sc and Matriculate outperformed in Mathematics.

6.3 Parents Occupation

6.3.1 Father's Occupation vs Achievement

Father Occupation	% age	Mathematics	Language
Agri. Land owner	10.4	436	466
Agri. Wage earner	30.8	**469**	477
Artisan	9.0	466	503
Small Business Owner	24.1	452	480
Government Service	19.5	460	485
Technical	2.5	449	499
Supervisory	1.1	451	466
Junior Management	1.3	453	**509**
Middle Management	1.4	**468**	**505**

Analysis revealed that the children performed better whose fathers' occupations were Agriculture Wage Earner and Middle Management on Mathematics Test. The children whose fathers' occupations were reported as Junior Management & Middle Management were found better on Language Test.

6.3.2 Mother Occupation vs Achievement

Father Occupation	% age	Mathematics Mean	Language Mean
Agri. Land owner	1.4	419.137	479.460
Agri. Wage earner	4.1	429.582	445.754
Artisan	2.6	**488.163**	**514.361**
Small Business Owner	.2	438.746	**510.200**
Government Service	1.3	446.737	491.416
Technical	.3	392.921	435.568
Supervisory	.6	462.310	419.093
Junior Management	.3	460.558	449.861
Middle Management	.5	420.836	402.843
House Wife	88.6	457.815	490.918

Analysis revealed that the students whose mothers' occupation was Artisan were found better in Mathematics, whereas the students whose mothers' occupations were reported as Artisan and Small Business Owner have performed better in Language.

6.4 Teachers Qualifications

6.4.1 Teachers Academic Qualification and Student Achievement

Highest Formal Education Completed	Mathematics	Language
Matriculate	346	453
Intermediate	443	477
Bachelor	457	**492**
Masters	**464**	470
Higher than Masters	**463**	**514**

The students of the teachers reported as Masters & Higher than Masters as academic qualification were found significantly better in Mathematics and the students of the teachers reported as Bachelor and Higher than Masters have out performed in Language.

6.4.2 Teachers' Highest Level of Professional Training and Student Achievement

Highest Professional Education	Mathematics	Language
CT	**469**	493
Diploma in Education	400	444
Bed	448	482
M. Ed	**510**	**491**
Higher than M. Ed	443	**516**

Analysis revealed that Teacher with CT and M. Ed has professional qualification proved best in teaching of Mathematics and teacher with M. Ed & Higher than M. Ed as professional qualification proved best in teaching of Urdu. Students of the teacher with Diploma in Education as professional qualification were found lower in performance in both the Subjects.

6.5 Achievement Scores in Relation to Teaching Experience

Teaching Experience	% age	Mathematics Mean	Language Mean
0-5 Years	7.8	428	474
6-10 Years	12.2	451	494
11-15 Years	15.8	443	492
16-20 Years	22.2	461	495
21-25 Years	24.3	**480**	**497**
26-30 Years	5.7	460	488
31-35 Years	3.3	461	482
More than 35 Years	8.7	**491**	**517**

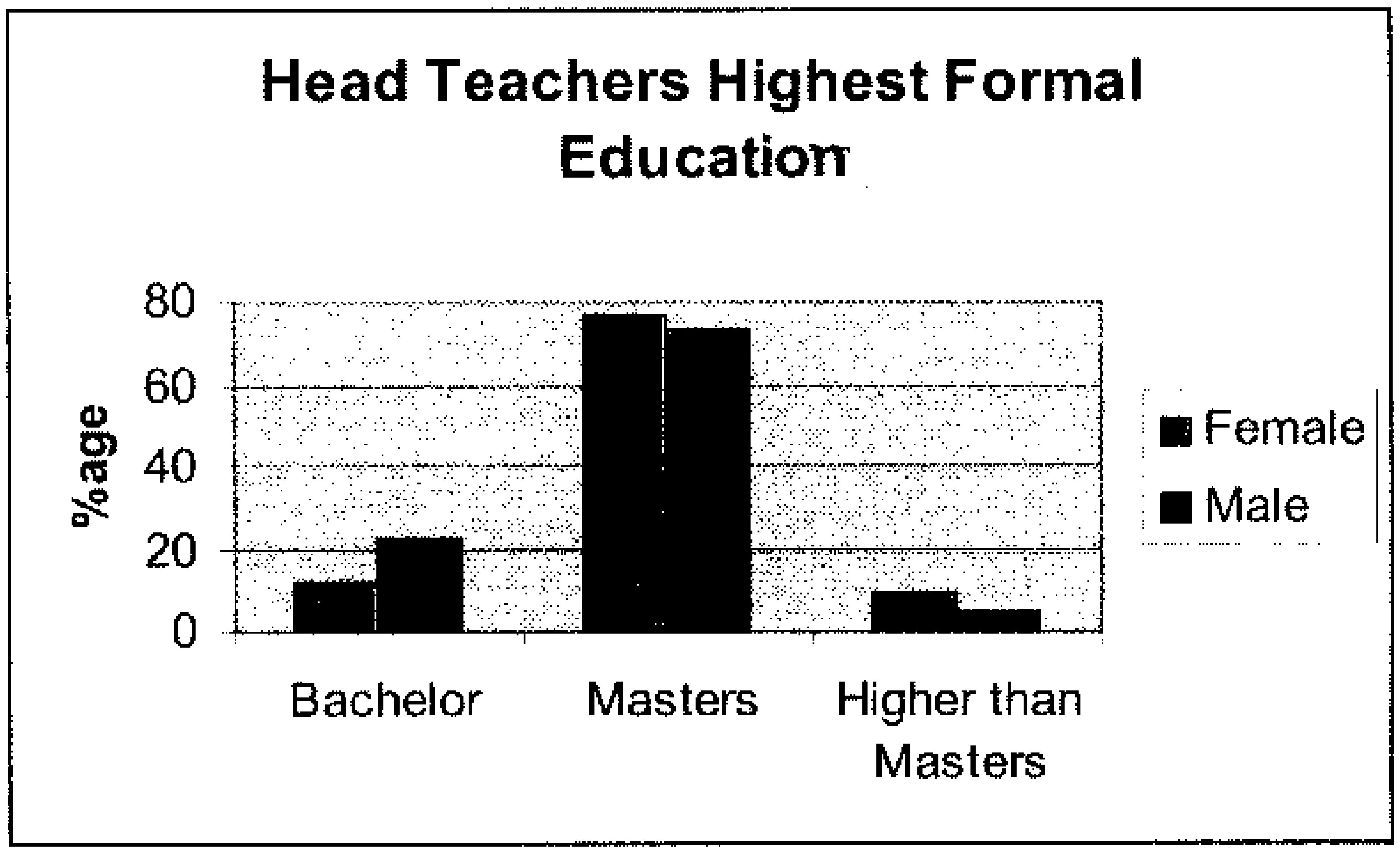
Students whose teachers reported more than 35 years experience in teaching achieved the highest scores in Mathematics and Urdu and the students of the teachers having experience 21-25 years performed better in terms of their achievement in both the subjects.

6.6 ulti-Grade Teaching and Achievement

Do you teach two or more classes at one time in any period?	%Age	Mathematics	Language
Yes	20.8	426	482
No	73.2	459	496

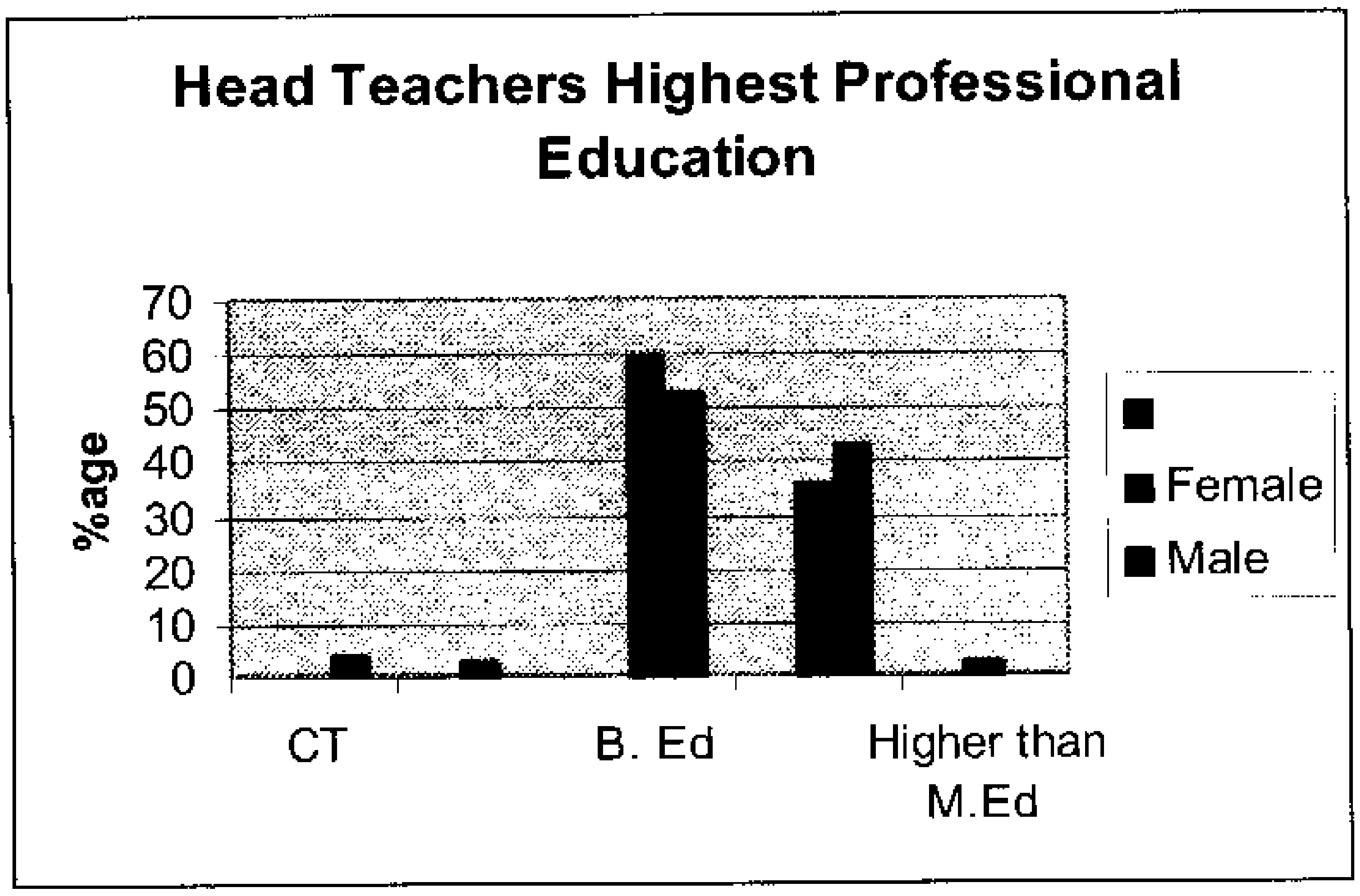
Students whose teachers took more than one classes at the same time scored lower than those whose teachers taught single class. These differences were statistically significant for scores of both Mathematics & Urdu subjects. Analysis revealed that very few teachers took two or more classes at a time but the most of the teachers teaching to the Grade-VIII have been found teaching exclusively.

6.7 Academic Qualification of Head teachers



Majority of the Male & Female Head Teachers were found having “Masters Degree”. 9.3% Female & 4.3% Male Head Teachers were found having higher than Masters Degree.

6.7.1 Professional Qualification of the Head Teacher



More than 50% teachers were found B. Ed in both the sex and less than 50% teachers were with M. Ed as professional education.

6.7.2 Inspection of Classroom by Head Teacher vs Achievement

Inspection of Classrooms	% age	Mathematics	Language
Most	47.9	452	484
Some	45.3	**464**	469
Rare	6.8	439	**488**

The Head Teachers who reported about the inspection of the classes rarely; the students performance in the subject of Language was found better and the schools where the inspection was carried out sometimes performed better in the subject of Mathematics.

6.8 Mode of Assessment vs Achievement

What is the system of assessment in your school	% age	Mathematics	Language
Written	42.5	457	477
Written & Verbal	57.5	457	478

Analysis revealed that 57.5% schools use both written & verbal mode of assessment & 42.5% schools use only written mode to assess the students. But the difference in the achievements in both modes of assessment was not found statistically significant. It means that mode of assessment did not play vital role in the achievement of the students.

6.8.1 Teachers' Assessment of Students through Homework and Achievement

Assess through homework	% age	Mathematics	%age	Language
Yes	93.2	453	94.4	497
No	6.8	462	5.6	494

It is reported that most of the students were assessed through homework by the teacher. But the difference was not statistically significant in both the subjects.

6.9 Homework vs Achievement

How often do you get homework	% age	Mathematics	%age	Language
Never	11.5	447	21	473
Daily	23.2	**470**	39.7	**485**
Once a Week	30.4	455	21.8	481
Twice a Week	35	455	17.6	472

Students reported getting homework daily performed better in both the subjects.

6.9.1 Checking of Homework vs Achievement

How Often Do The Teachers Check Your home work in	%age	Mathematics	Language	%age
Never	5.6	450	460	6.9
Daily	57.7	460	482	56.6
Once a Week	21.4	451	475	22
Twice a Week	15.2	457	484	14.5

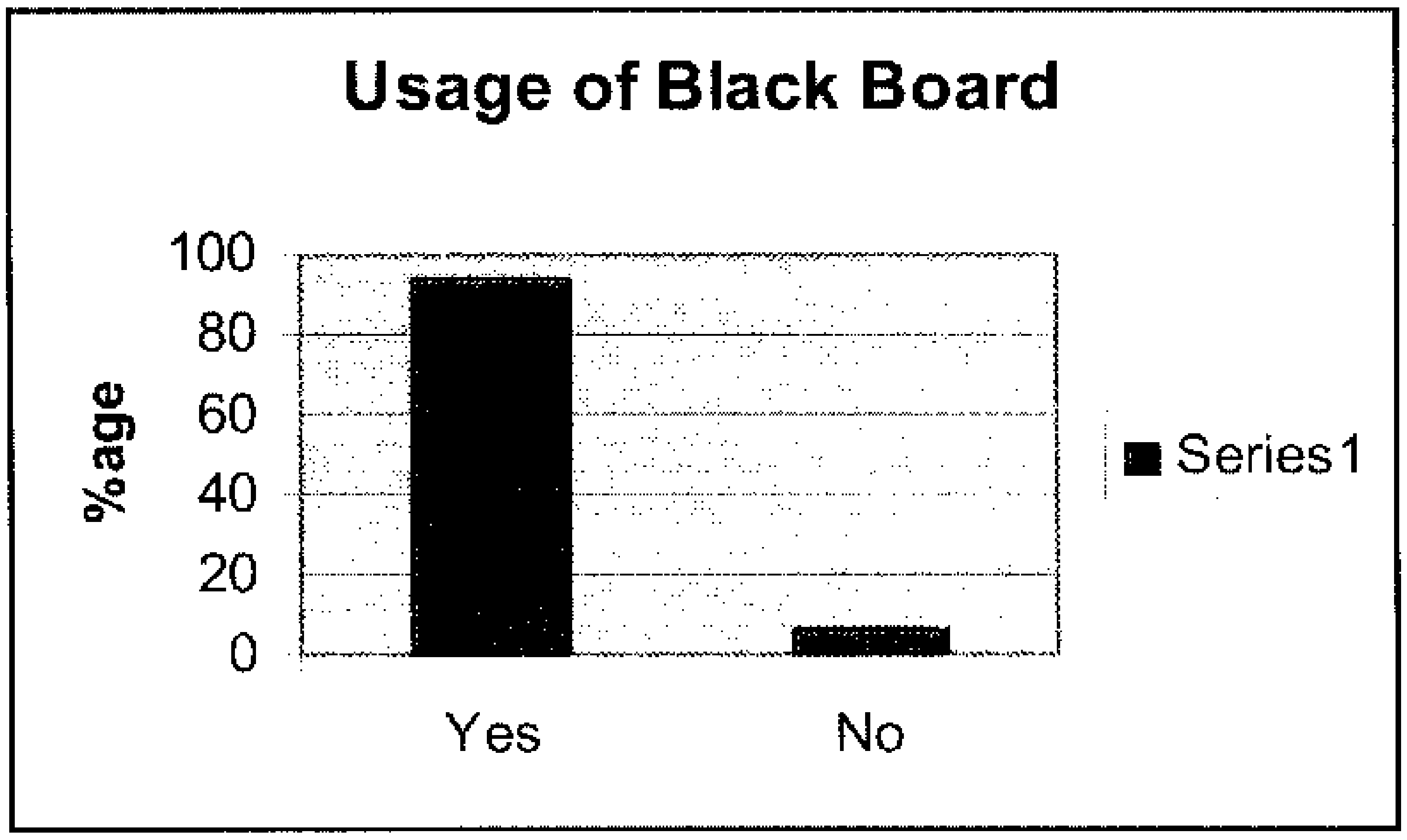
Students those reported getting homework daily scored significantly higher on Mathematics and those reported getting homework daily & twicely in a week showed better results in Language.

6.9.2 Explaining of Mistakes in Homework vs Achievement

When they check your homework, do the teachers explain your mistakes in Urdu	%age	Mathematics	Language	%age
Never	7.7	450	477	10.4
Sometimes	39	446	474	37.5
Always	53.4	466	**483**	52

The most of the students reported to be explained about the mistakes "Always" in the homework's of Mathematics & Language performed better as compared to those have been explained about their mistakes "Never" and "Sometimes". But the achievement in all the cases was below the set mean of 500

6.10 Frequency of Using of Blackboard by Teachers



The analysis reveals that 93.6 percent students had reported about the use of blackboard by their teachers and very few students responded about the no use of blackboard by their teachers.

6.11 Punishment at Schools and Students' Achievement

Do you get any kind of physical punishment at school	%age	Mathematics Mean	Language Mean
Never	6.7	426	447
Sometimes	70.2	455	477
Always	23.1	472	496

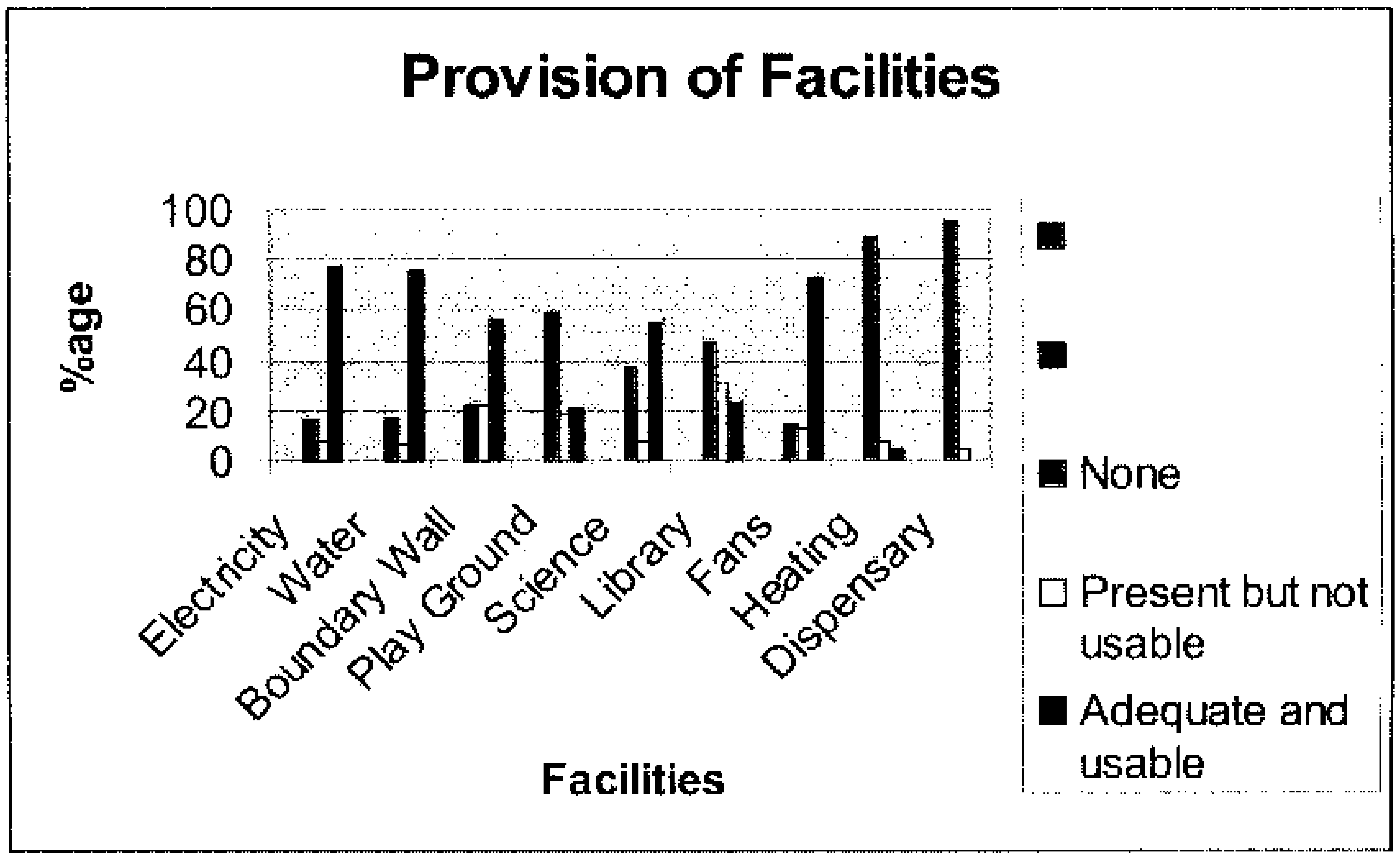
Students those reported getting punishment scored significantly higher in Mathematics and Urdu than those who did not get punishment. Such type of findings requires further query in the matter.

6.12 Duration of Period vs Achievement

Duration of Period	% age	Mathematics	Language
35 Minutes	8.6	414	467
40 Minutes	89.4	461	479
45 Minutes	2	446	518

The teachers who took the period of 45 minutes, the students of the such teachers showed significantly better results in language whereas the students involved in the period of 40 minutes showed better results in Mathematics

6.13 Provision of Facilities



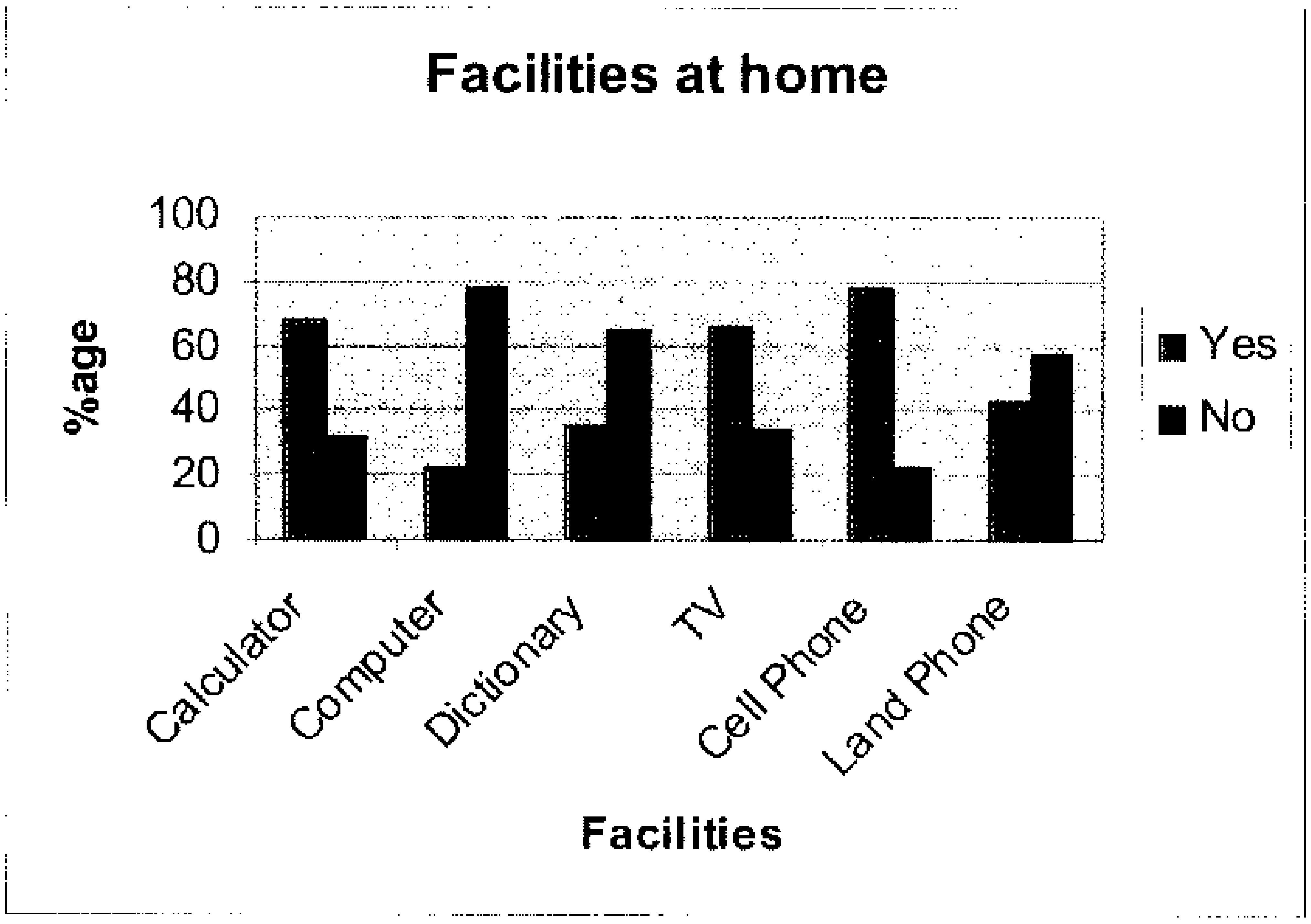
It is observed from the analysis that most of the schools were found devoid of Playgrounds, Library & Science Laboratories.

6.14 Participation in Co-Curricular Activities

Do you participate in	Qirat	Hamad or Naat	Drama	Debate	Games
Never	**35.5**	**43.2**	**70.2**	**55.2**	**23.5**
Mathematics	453	451	462	450	443
Language	483	480	486	480	481
Sometimes	**43.2**	**45**	**24**	**36.8**	**42.9**
Mathematics	456	470	453	474	449
Language	480	482	466	481	476
Always	**21.3**	**11.9**	**5.7**	**8**	**33.6**
Mathematics	471	444	452	449	479
Language	472	475	470	482	485

Analysis reveals that most of the students have been found engaged in games where as very few students have participated in the literary activities. It is suggested that the Government of NWFP may bound the teachers to engage their students in all sort of Co-Curricular activities. Only sports are not responsible for the overall development of the students.

6.15 Frequency of Facilities at Home



It is observed from the analysis that very few students studying at public schools have the high Socio-Economic status because 22.3% students have the computer at their homes.

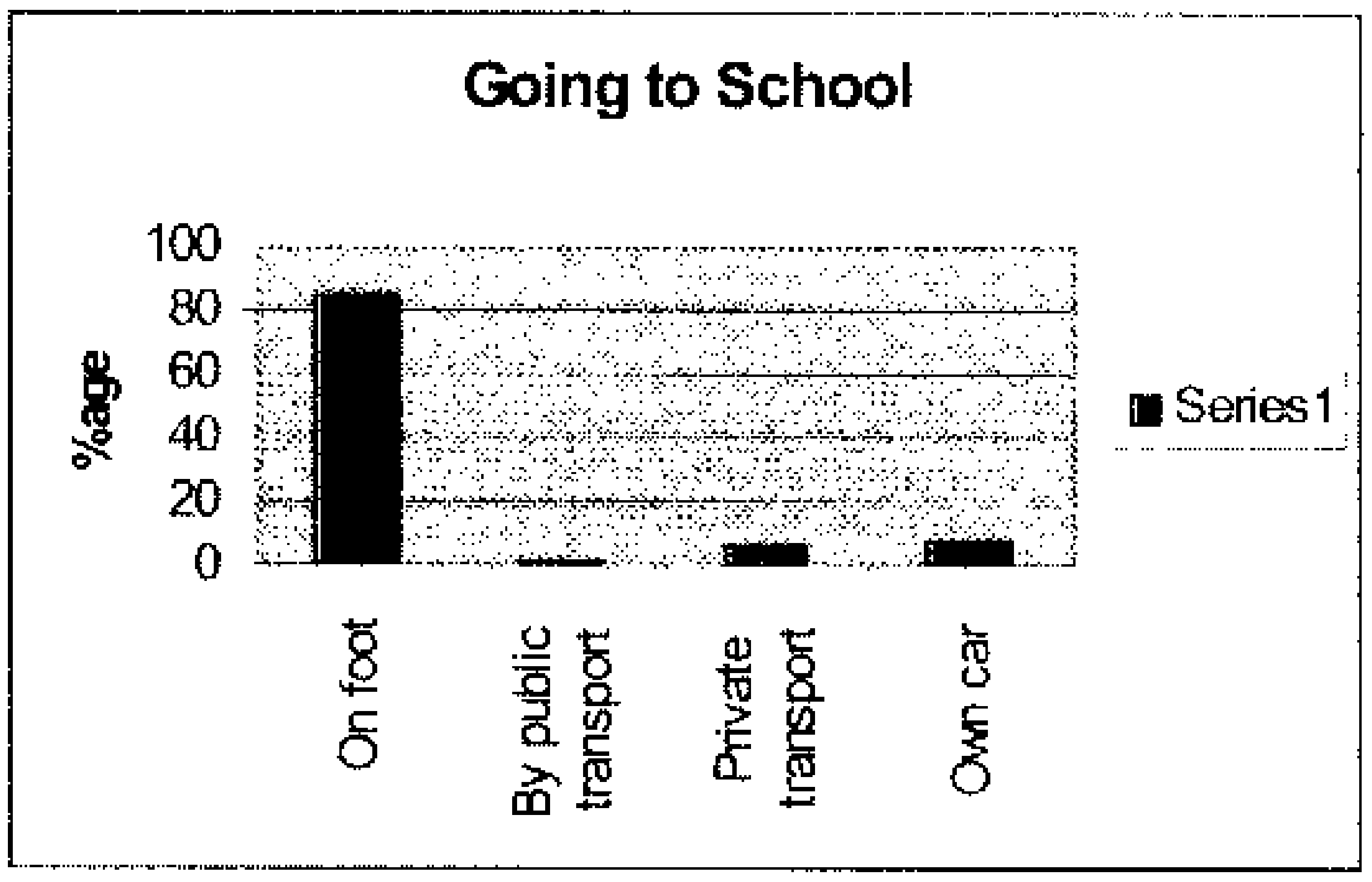
6.16 Getting Rewards vs Achievement

Do you get any prizes or incentives from the school on your good performance	%age	Mathematics Mean	Language Mean
Yes	80.1	460	485
No	19.9	444	459

Students reported to get prizes or incentives from the school on their good performance were 80.1% and their performance was found better in the subject of Mathematics & Language as compared to those reported to get no incentives.

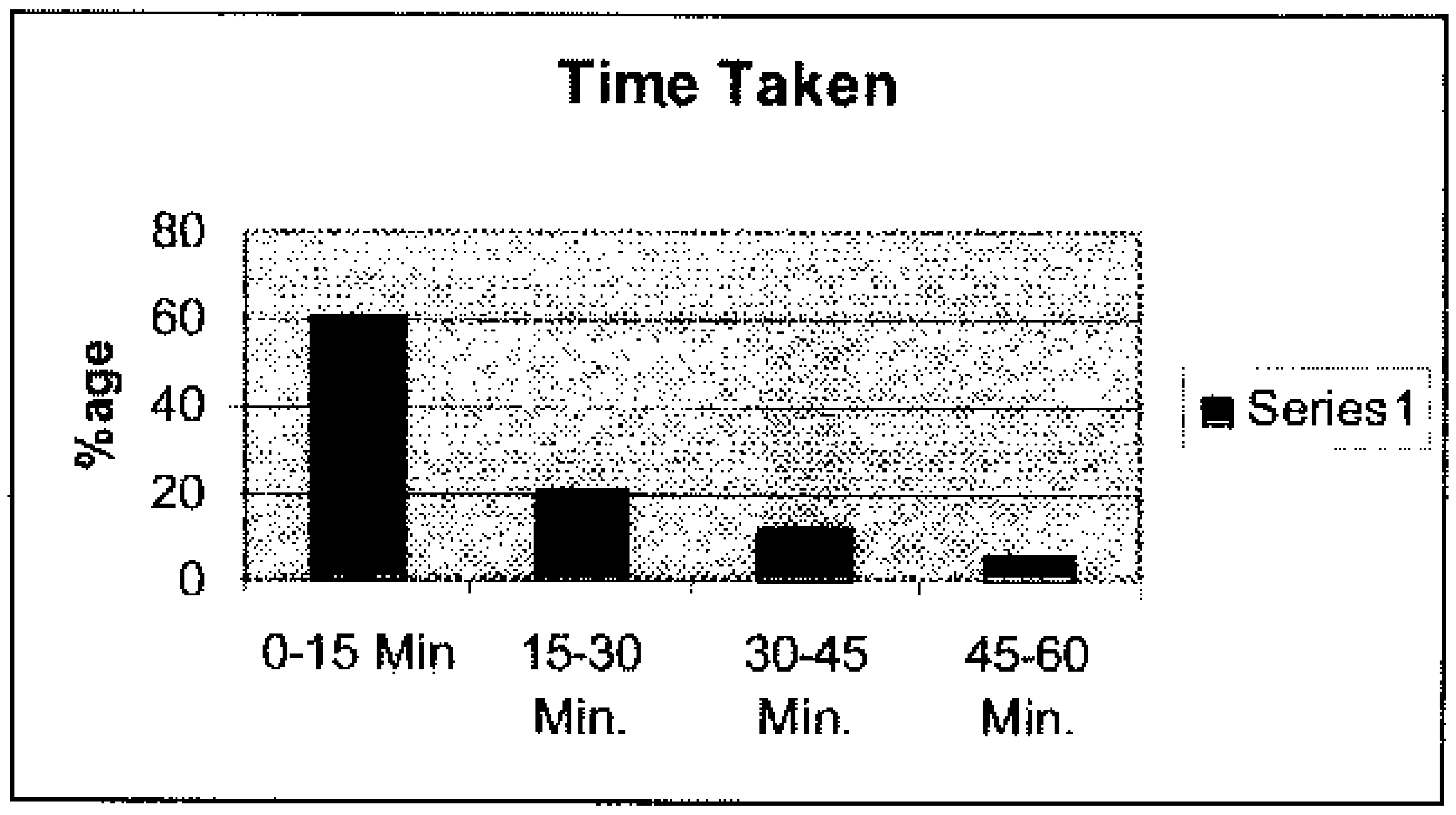
6.17 School Conditions

6.17.1 How do you go to school?



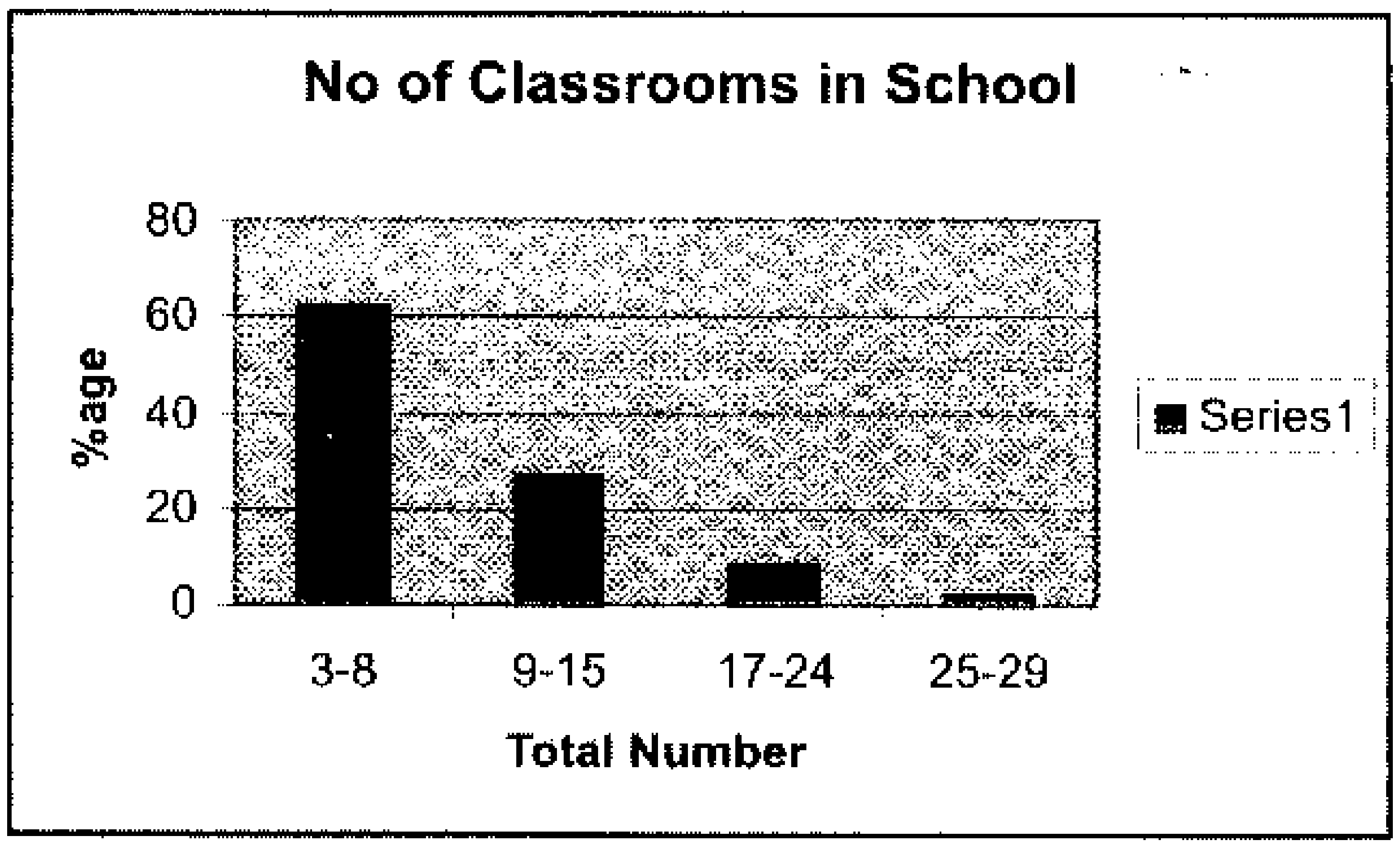
Analysis shows that 85% students go to school on foot and 6.5% students use private transport to reach school, whereas 7.9% students go to school by their own conveyance.

6.17.2 Time Taken to Reach to School



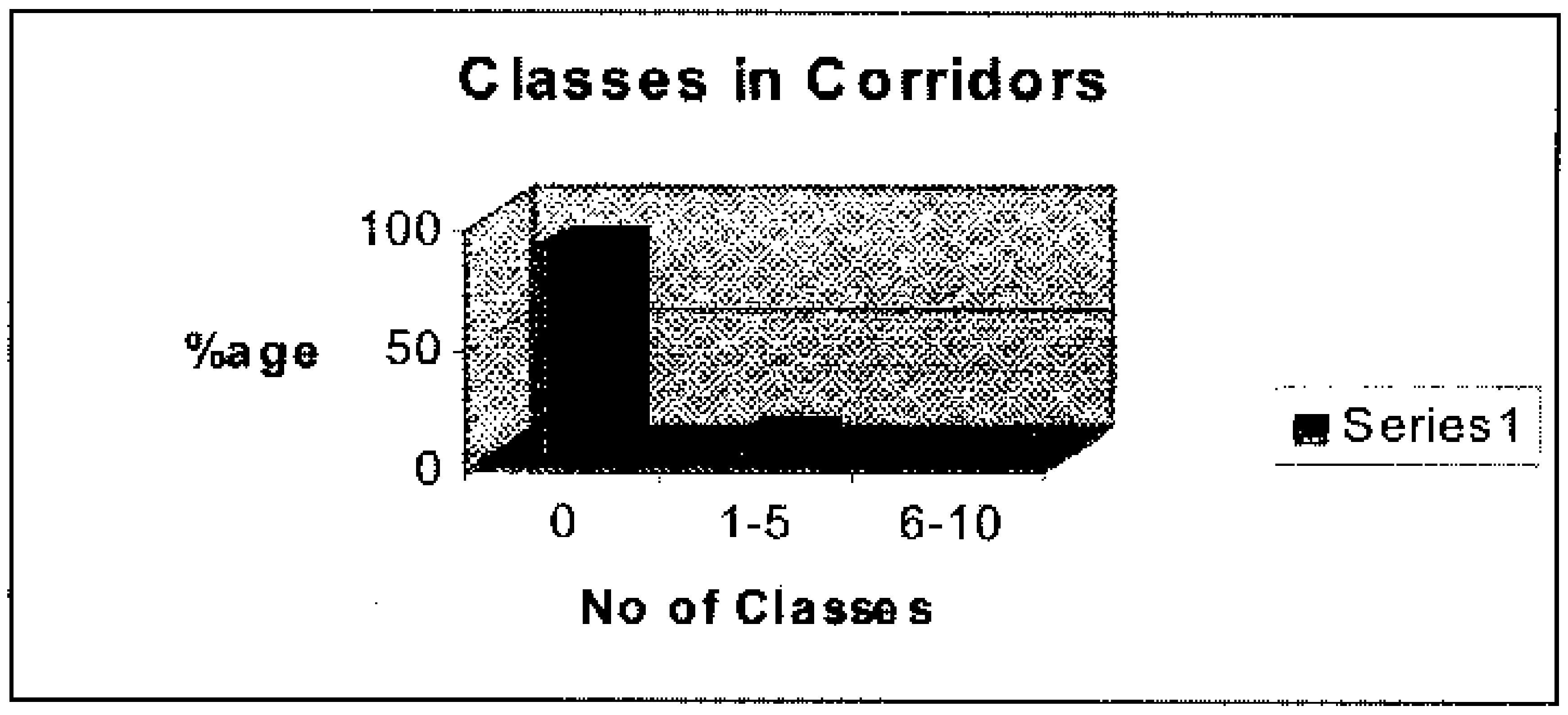
Analysis shows that 61.2% students take maximum 15 minutes to reach their schools and 20.6% students take 15-30 minutes to reach the school. This reflects the Government Policy that schools are available in the close vicinity of the students' residences.

6.17.3 Frequency of Total Number of Class Rooms in a School



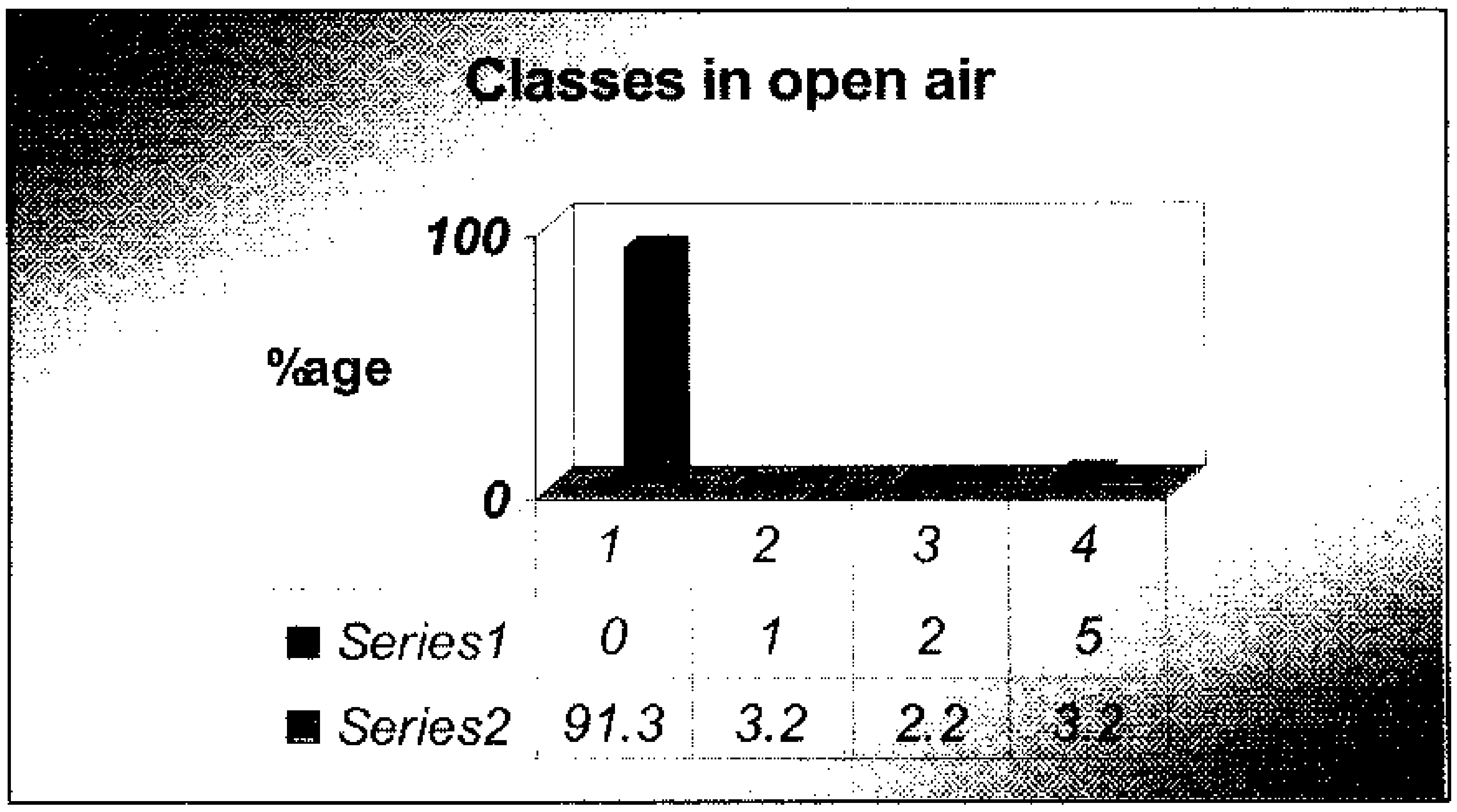
There are 3-8 classrooms in most of the schools and 27% schools are reported to have 9-15 classrooms.

6.17.4 Frequency of Number of Classes in Corridors



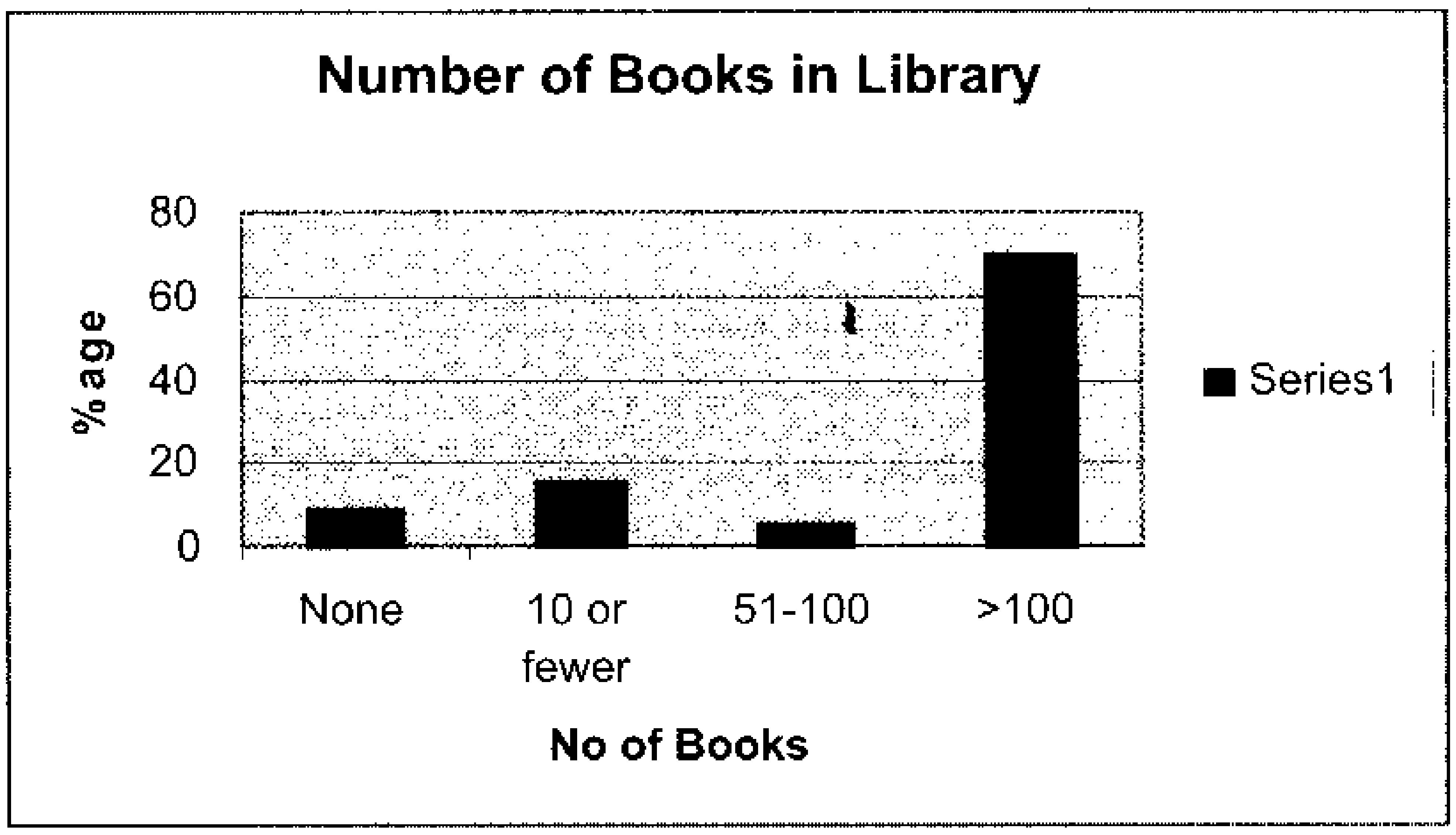
It is observed from the analysis that 90% students are made to sit in their classrooms and very few classes are made to sit in the corridors. This reflects the Government Policy that most of the classes have the classroom.

6.17.5 Frequency of Number of Classes in Open Air



91.3% schools were reported that no class sits in the open air. It is also observed that there were 5 classes in the 3.2% schools sitting in the open air.

6.17.6 Frequency of No. of books in Library



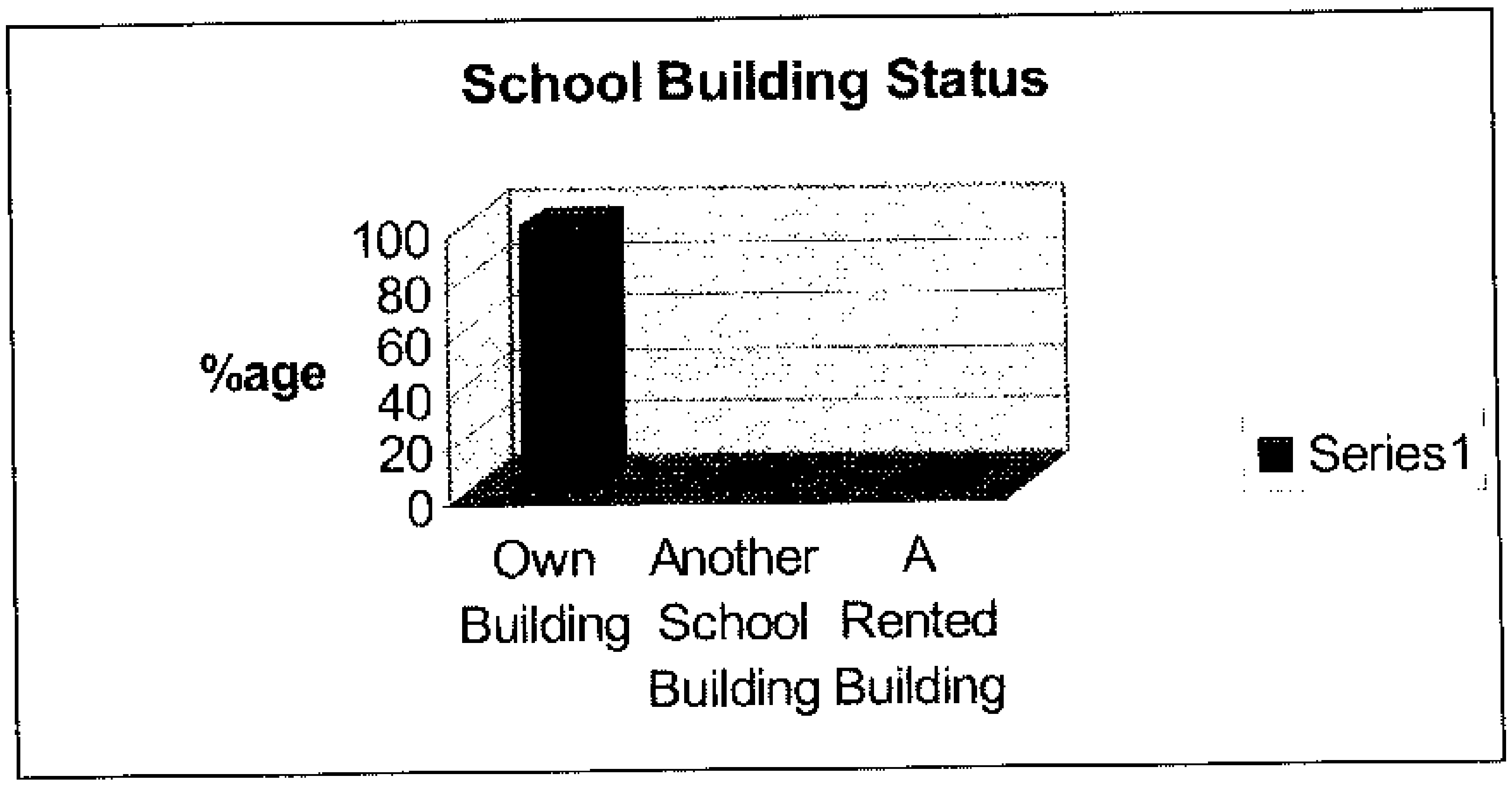
It was reported that 69.5% schools had more than 100 books in the Library, and 16% schools reported having less than 10 books, whereas 10% schools have no book in the library.

6.17.7 Building Condition vs Achievement

Building Condition	% age	Mathematics	Language
Satisfactory	58.6	467	480
Repairable	29.2	443	476
Unsatisfactory	12.2	445	486

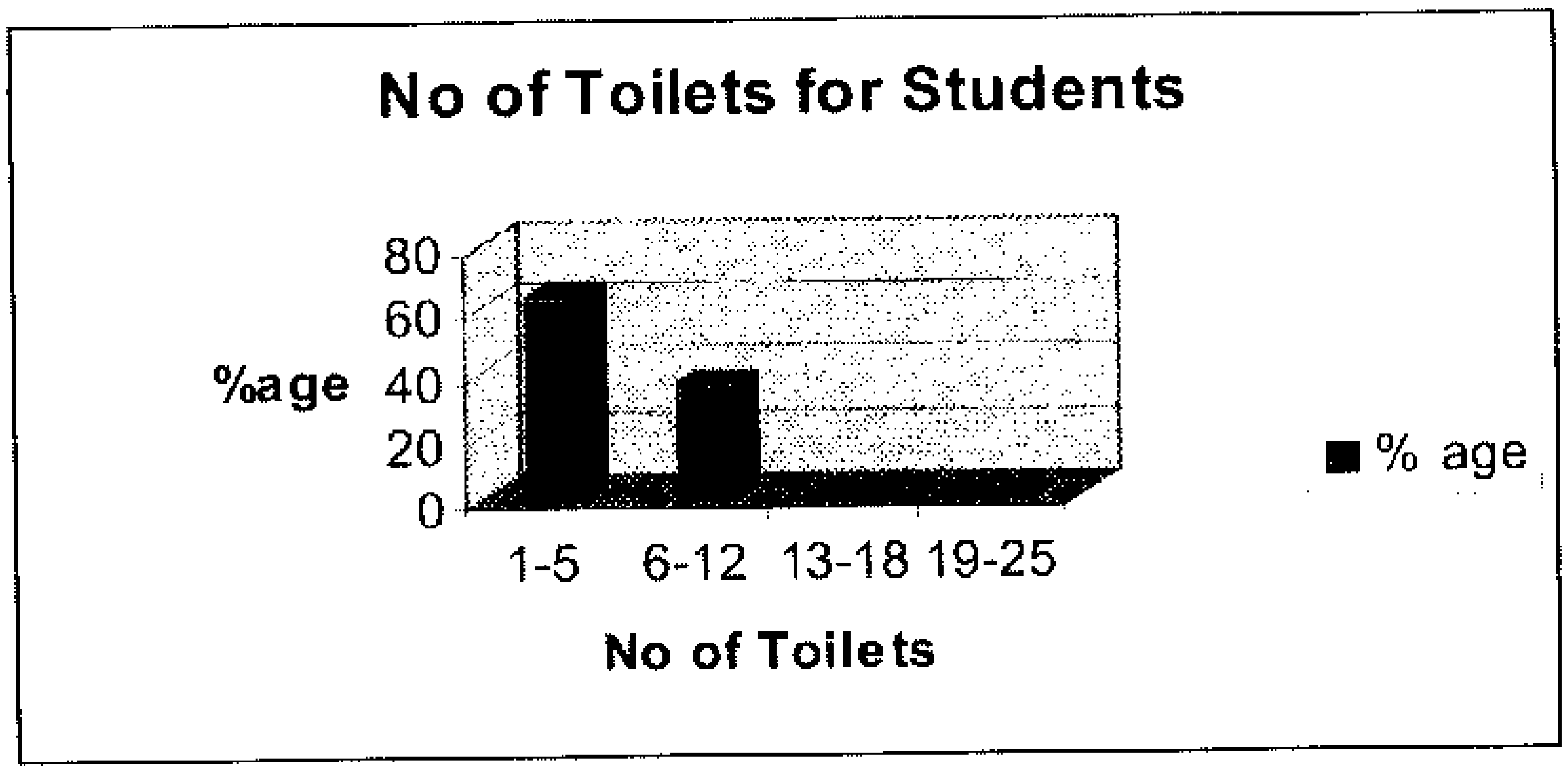
The schools reported to have a **"Satisfactory"** building condition were 58.6%, the schools have **"Repairable"** building condition were 29.2% and the schools have **"Unsatisfactory"** building condition were 12.2%.
The students of the schools where the building condition was **"Satisfactory"** achieved significantly better score on Mathematics test and where the building condition was "Unsatisfactory" the students of those schools performed relatively better on Language test.

6.17.8 Frequency of Building Status



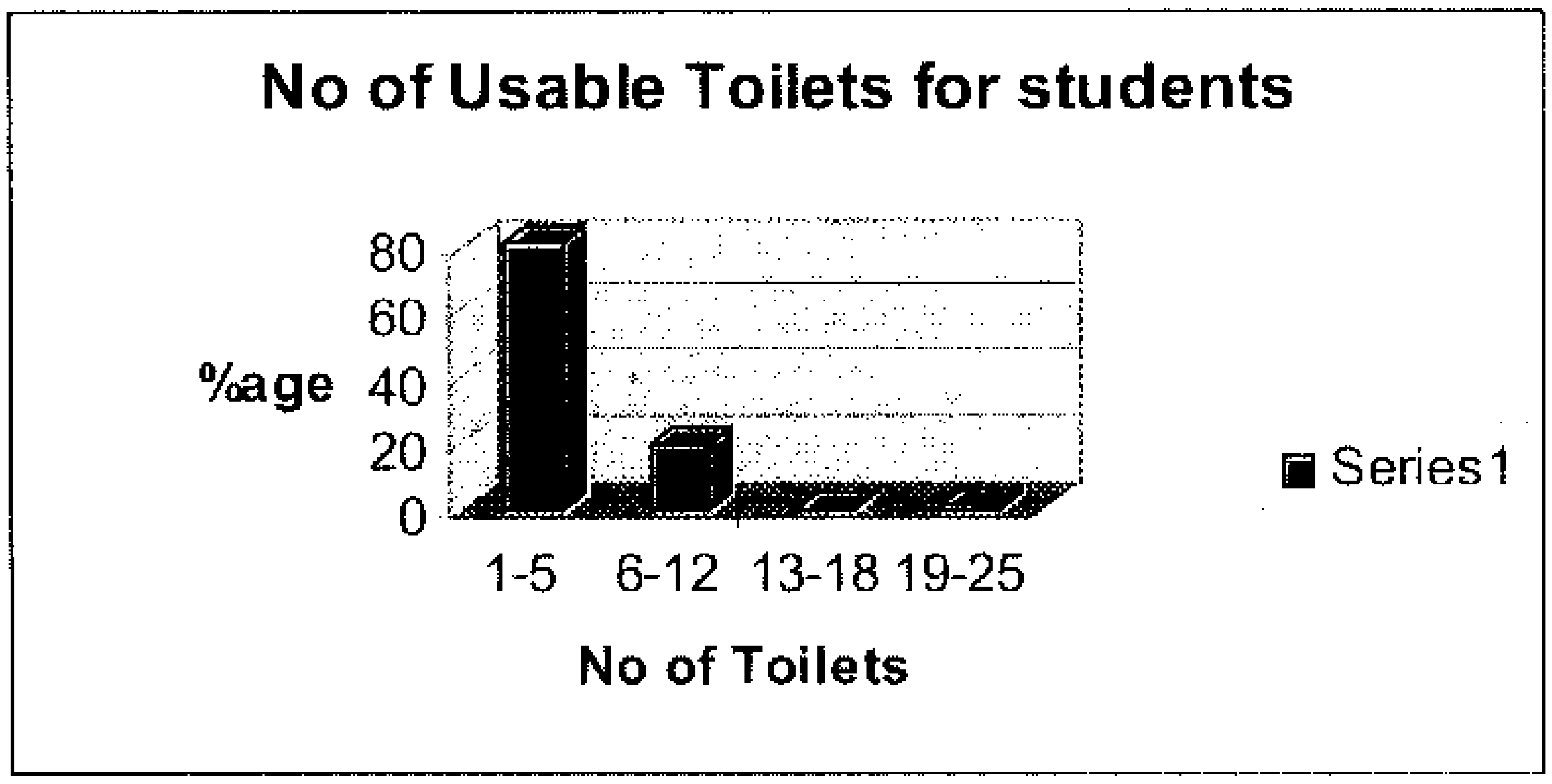
It is observed from the analysis that almost all the schools have their own building.

6.17.9 Frequency of No of Toilets for Students



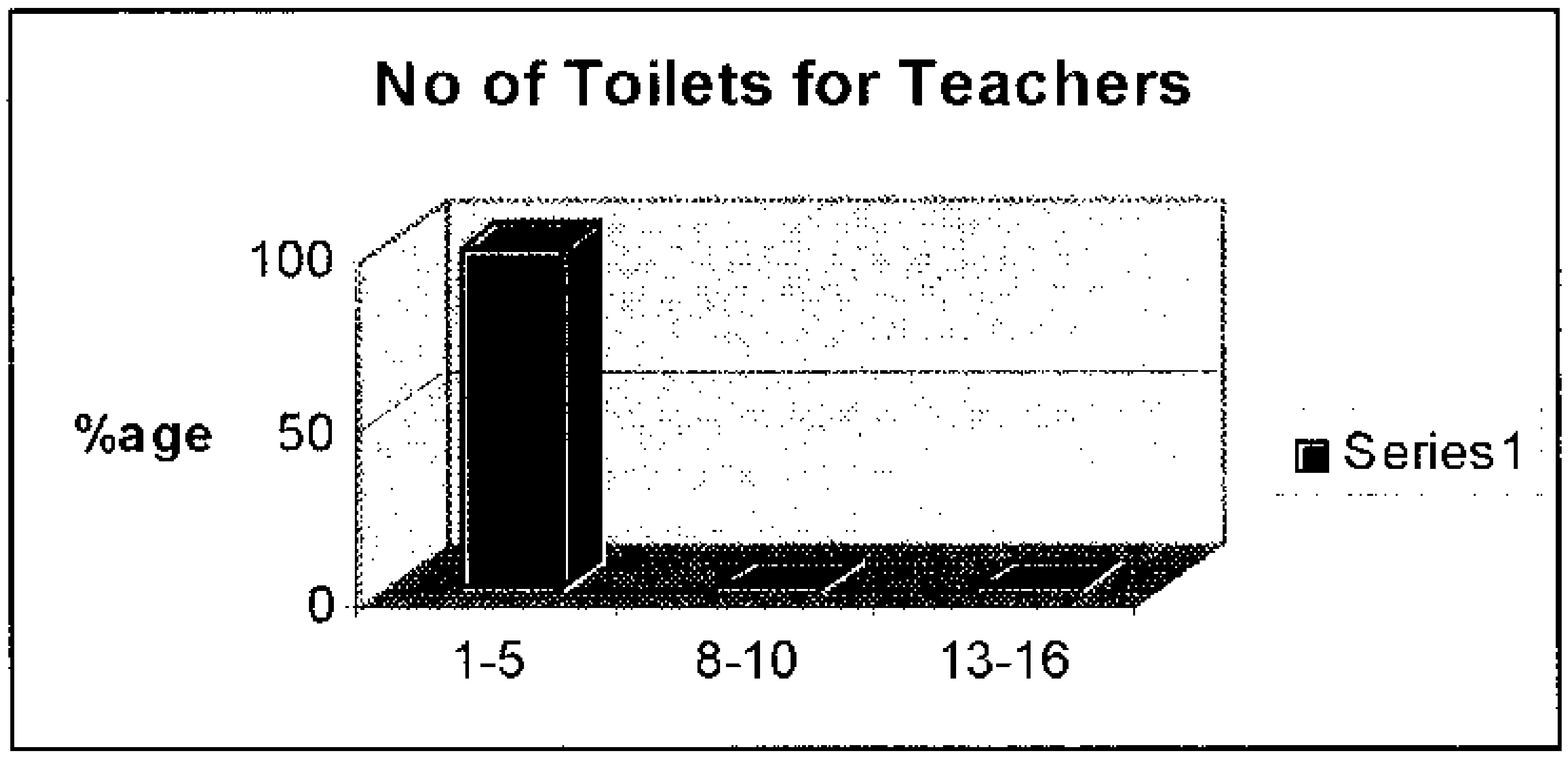
There were 63% schools where in 1-5 toilets were for the students and 35.8% schools where in 6-12 toilets were reported for the students.

6.17.10 Frequency of No of Usable Toilets for Students



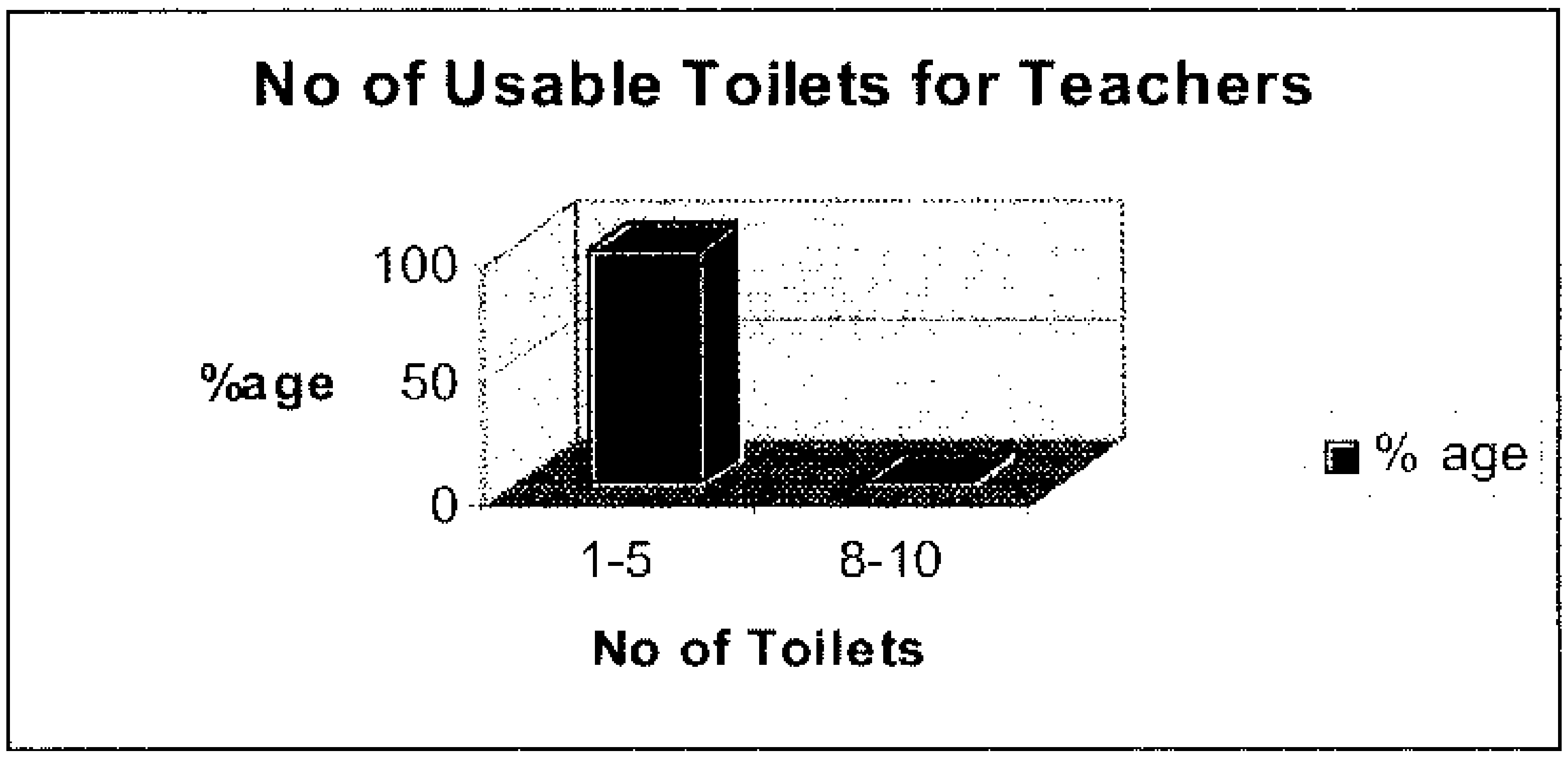
In 80% schools 1-5 usable toilets were reported for students and 19.10% schools that those had 6-12 usable toilets for students

6.17.11 Frequency of No of Toilets for Teachers



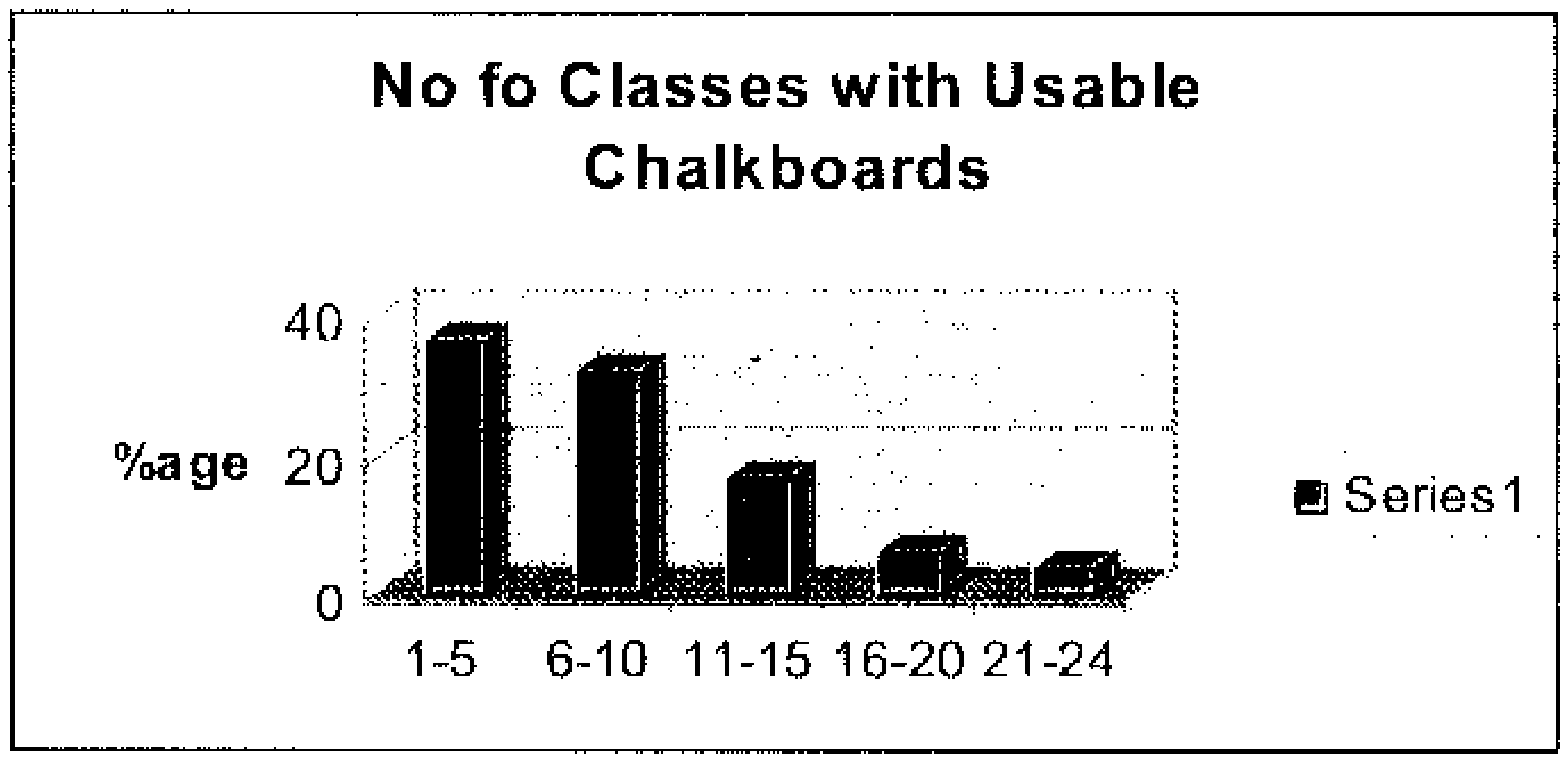
Maximum schools reported that there were 1-5 numbers of toilets for the teachers.

6.17.12 Frequency of No of Usable Toilets for Teachers



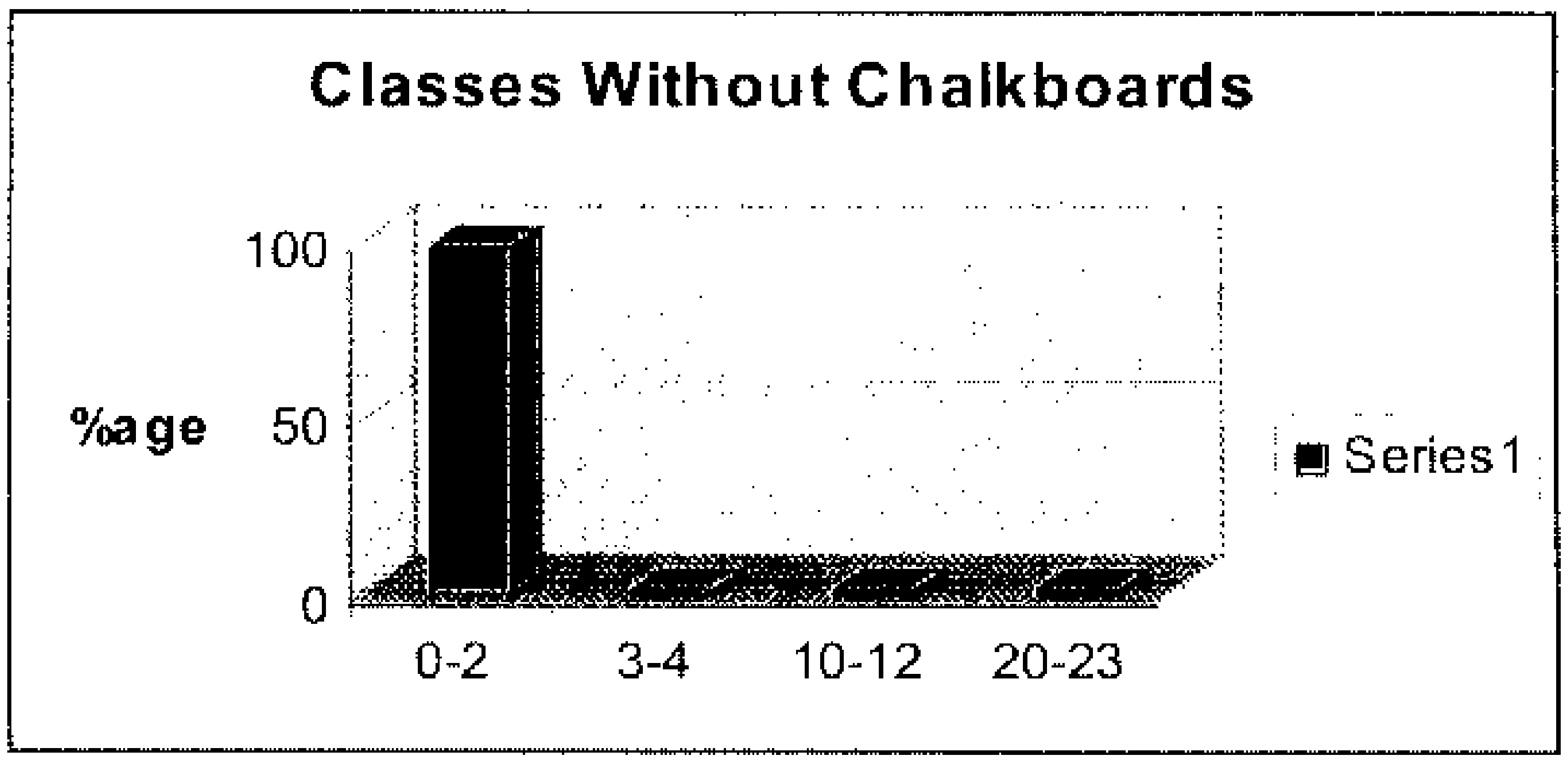
There were 1-5 usable toilets for teachers in 98.8% schools. This reflects the better infrastructure of the schools.

6.17.13 Frequency of No of Classes with Usable Chalk Boards



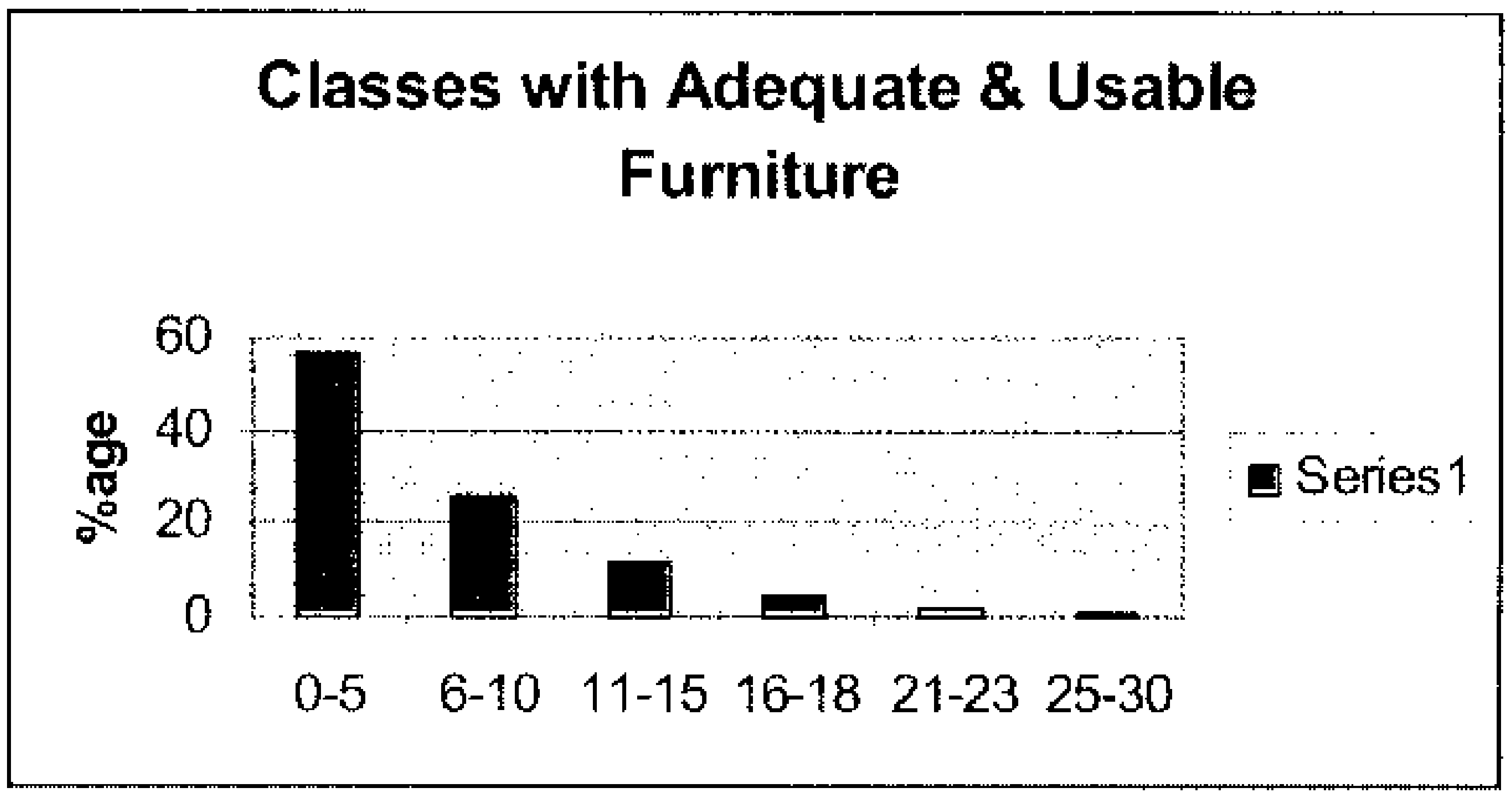
The analysis reveals that the schools with the larger number of classes have less number of Usable Chalkboards.

6.17.14 Frequency of No of Classes without Chalk Boards



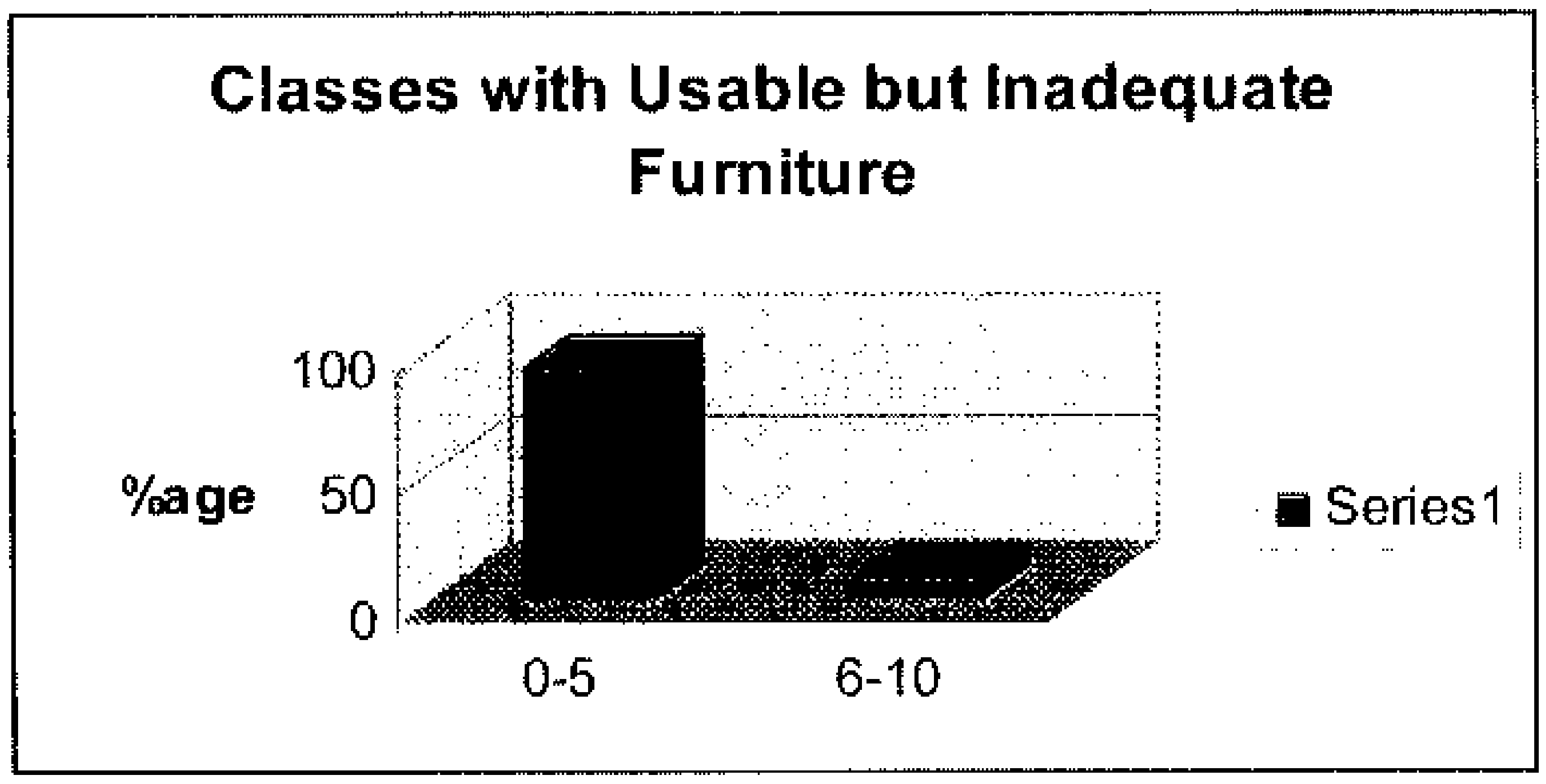
It is observed that there were at least two classes in each sampled school where no chalkboard has been reported.

6.17.15 Frequency of No. of Classrooms with Adequate and Usable Student Furniture



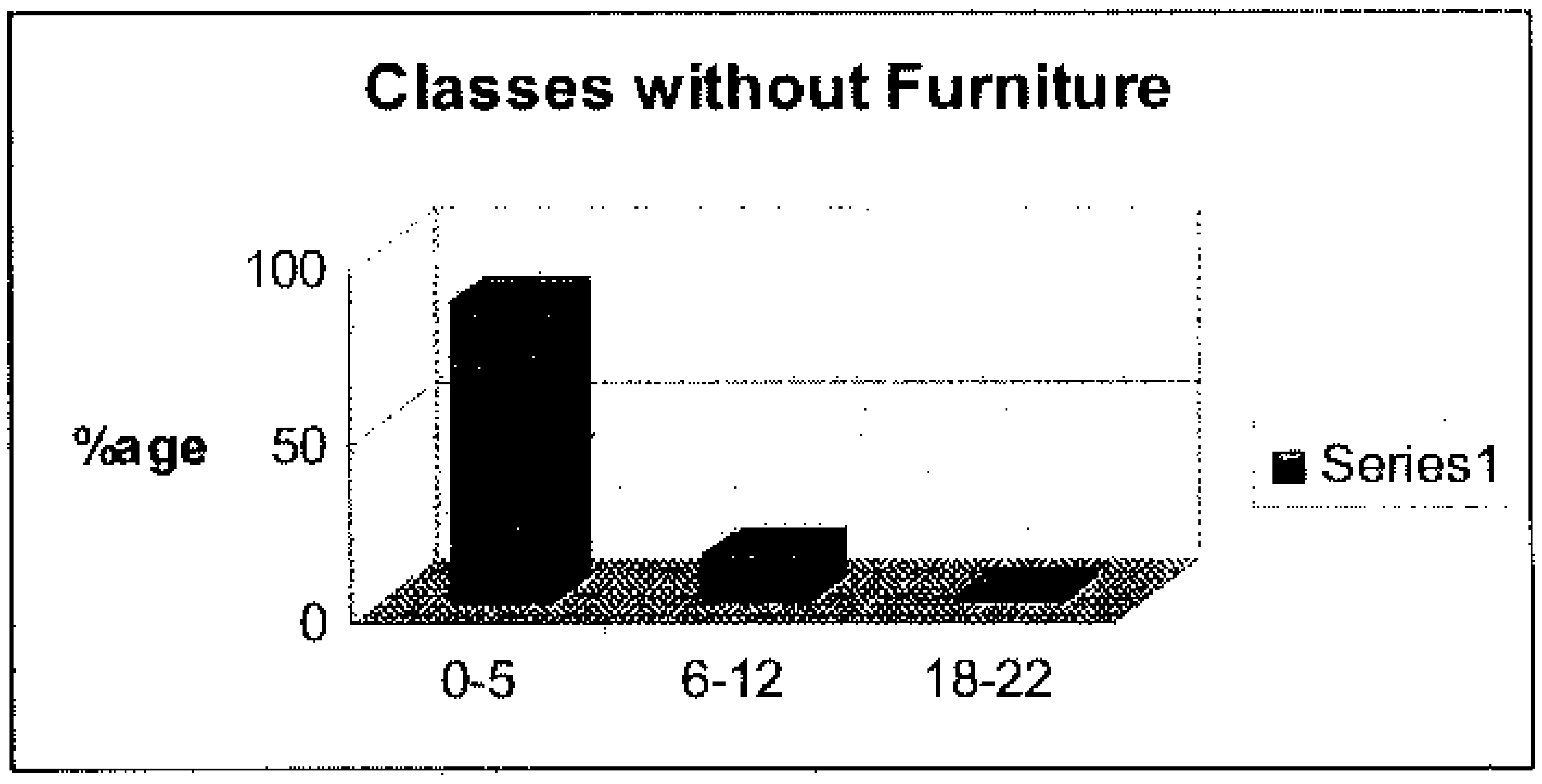
56.6% schools reported to have usable and adequate furniture in 1-5 classes. Similarly 25.5% schools reported to have usable and adequate furniture in 6-10 classes.

6.17.16 Frequency of No. of Classrooms with Usable but Inadequate Student Furniture



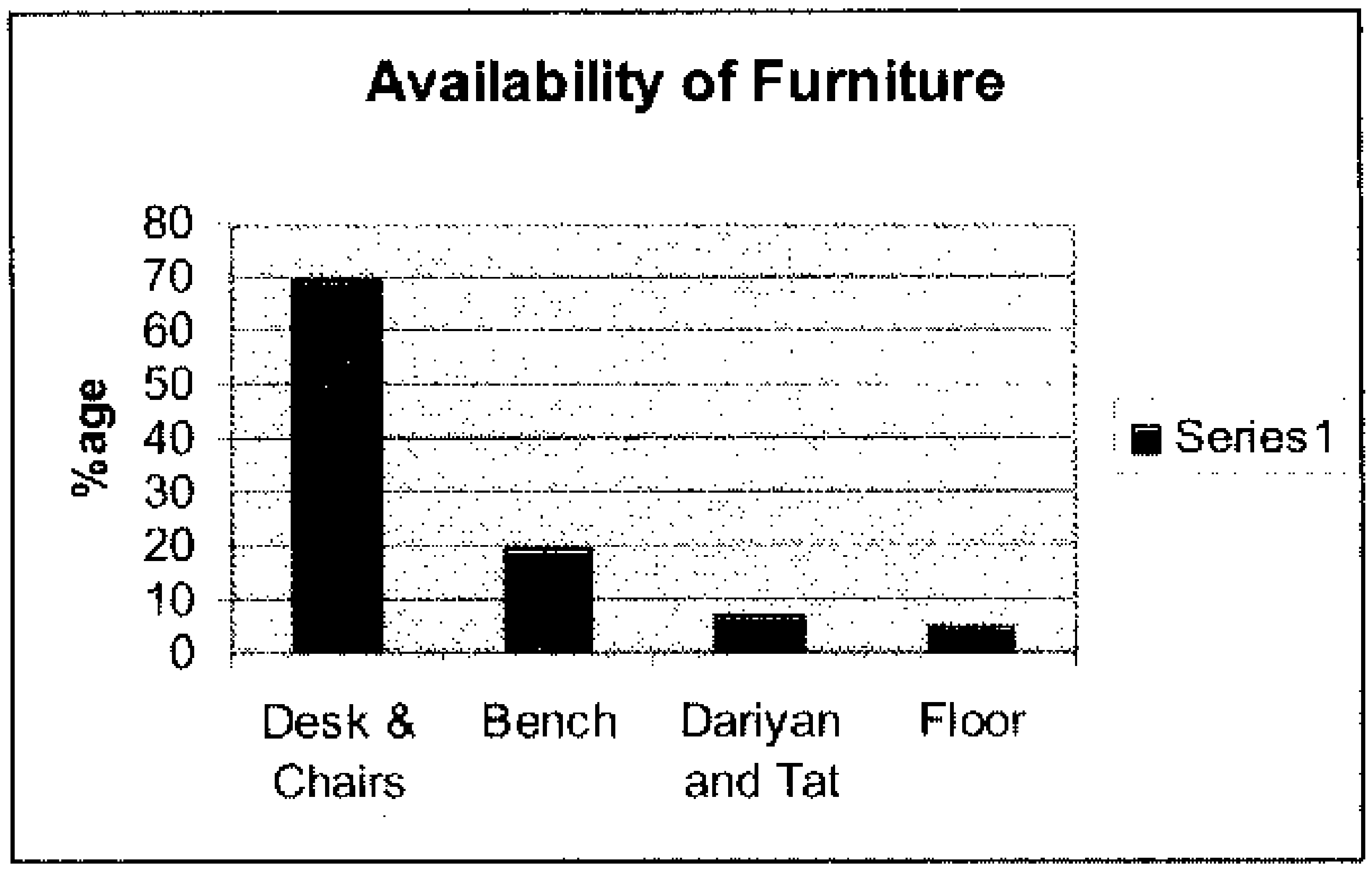
91.7% schools reported to have usable but inadequate student furniture up to 5 classes.

6.17.17 Frequency of No. of Classrooms without Student Furniture



85.6% schools reported to have no furniture for 1-5 classes in the sampled schools, and 13% schools reported

6.17.18 Frequency of Furniture Available in the Class Rooms



69.5% schools reported to have Desk & Chairs available in the classroom and 19.2% schools reported to have only bench available in the classrooms. 4.7 schools reported that the students are made sit on the floor.

6.18 Urdu Achievement in Relation to Curriculum Content Area

Content	Language Scaled Scores			
		Teachers %age	Teachers Scaled Score	Student Scaled Score
Prose Story	Easy	90.3	622	479
Prose-informative & Scientific Text	Difficult	75.7	626	477
	Easy	24.3	613	490
Poetry- Moral, Patriotic, Hamad, Naat	Difficult	81.9	627	484
	Easy	18.1	602	461
Grammar- Use of Idioms	Difficult	79.4	624	480
	Easy	20.6	612	481
Writing- Letters, Biography, Story, Diary	Difficult	90.3	618	483
	Easy	9.7	627	451

The teachers who reported teaching prose story easy scored above than the set mean score of 500. The teachers who reported teaching prose informative and scientific text easy scored significantly better as compared to the reported difficult.

The teachers who reported teaching writing (Letter, Biography, story etc) easy scored significantly lower as compared to those who reported difficult. The content of the teachers seems to have significant impact on the students' performance in this area.

However their own Content Knowledge seems to have no significant impact on students' performance in the most of the areas.

6.19 Mathematics Achievement in Relation to Curriculum Content Area

Content	Mathematics Scaled Scores			
		Teachers %age	Teachers Scaled Score	Student Scaled Score
Application of Pythagoras Theorem	Easy	89.2	680	462
	Difficult	10.8	585	428
Volume of Cone	Difficult	71.1	686	468
	Easy	28.9	664	451
Set	Difficult	92.8	677	463
	Easy	7.2	634	434
Use of Algebraic Formulas	Difficult	89.3	673	464
	Easy	10.7	650	430
Ratio & Proportion	Difficult	71.7	677	463
	Easy	28.9	643	438

Most of the teachers reported teaching Application of Pythagoras Theorem, Algebraic Formulas & Volume of Cone easier to teach scored significantly higher on these content areas. It is also worth mentioning that the content knowledge of the teaches in the subject of Mathematics has positive impact on the achievement of their students

6.20 Resources

6.20.1 Availability of the MoE's Mathematics & Language Curriculum (2002)

Do you have the MoE's Language Curriculum?	% age	Mathematics	Language	% age
Yes	7.2	475	479	9.2
No	92.8	456	479	90.8

The schools responded no availability of Ministry of Education's Curriculum of Mathematics their students performed significantly lower in the subject of Mathematics and there was no impact of availability and non-availability of Curriculum Document on the performance of the students in the subject of Language.

6.20.2 Availability of Teaching Kit vs Achievement

Availability of Teaching Kit	% age	Mathematics	Language
Yes	45.4	464	483
No	54.6	451	476

The schools reported to have Teaching Kits; the students of those schools performed significantly better in both the subjects as compared to those reported "No".

6.20.3 Usage of Teaching Kit vs Achievement

Usage of Teaching Kit	% age	Mathematics	Language
Yes	62.9	468	481
No	37.1	433	466

The schools reported "Yes" about the usage of Teaching Kit; the students of those schools performed better in both the subjects.

6.20.4 Availability of Teachers Guide vs Achievement

Availability of Teachers Guide	% age	Mathematics	Language
Yes	36.3	465	473
No	63.7	452	481
Difference		Sig	Sig

Analysis revealed that where Teachers Guides were available in the schools, the students of those schools performed significantly better in the subject of Mathematics where as their performance was found lower in the subject of Language.

6.20.5 Usage of Teachers Guide vs Achievement

Usage of Teachers Guide	% age	Mathematics	Language
Yes	47.4	471	478
No	52.6	439	472
Difference		Sig	Sig

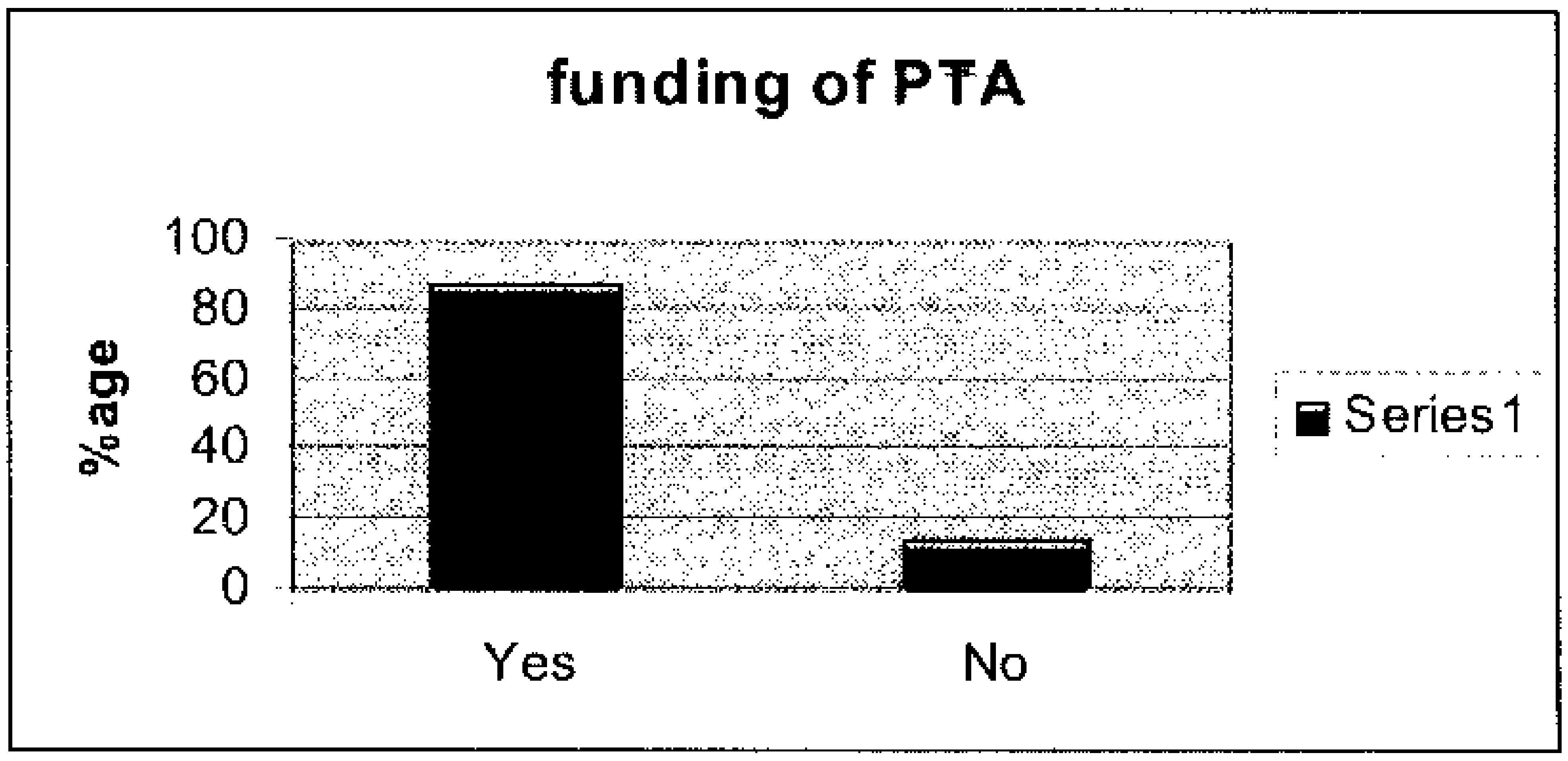
The teachers reported about the usage of Teachers Guide as "Yes", their students performed significantly better in both the subjects.

6.20.6 PTA/SMC and Achievement

Need for PTA or SMC in the school	% age	Mathematics	Language
Yes	95.7	457	478
No	4.3	394	459

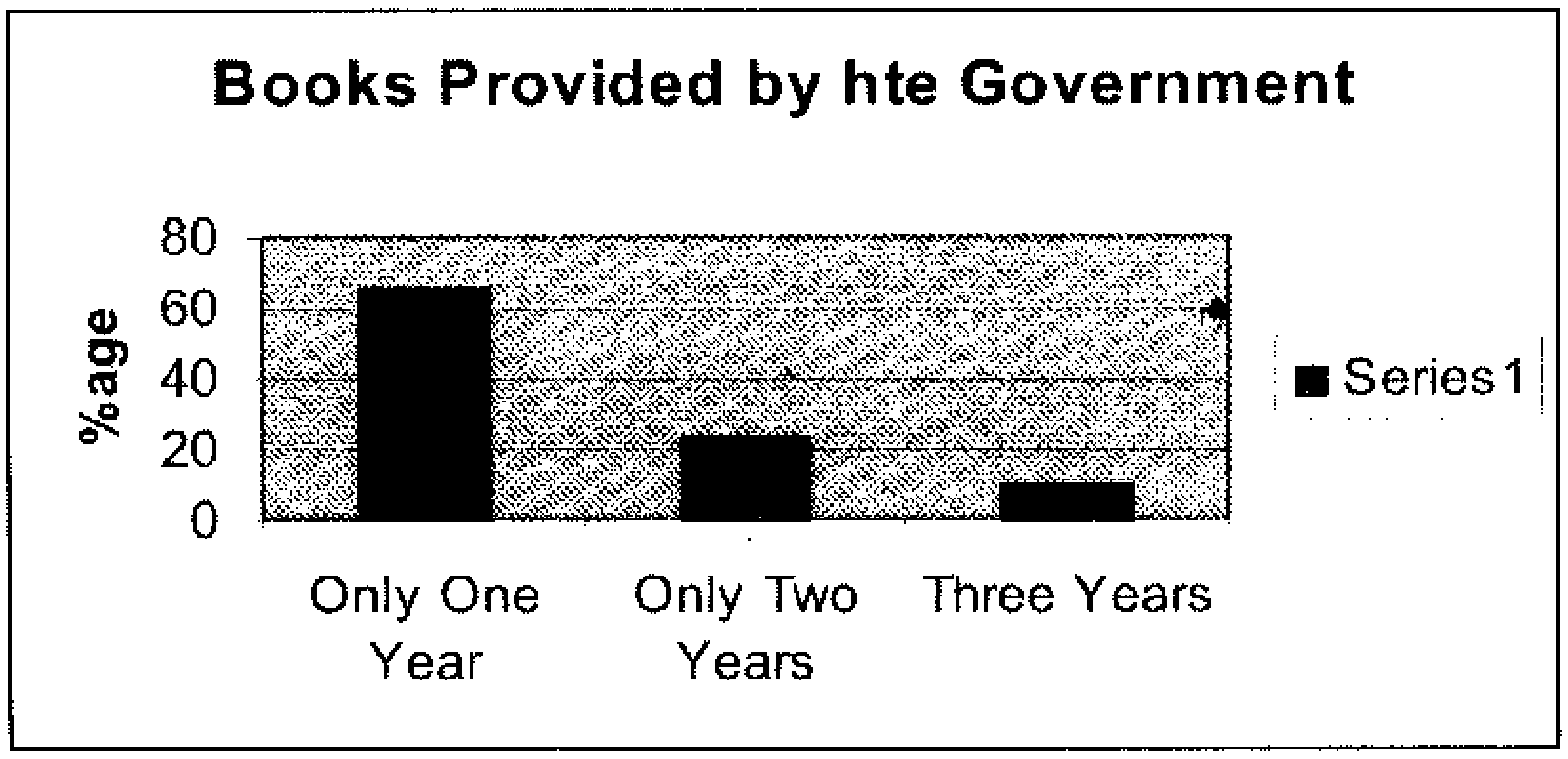
95.7% schools reported that there was a need of PTA in the schools; the students of such schools have performed significantly better in both the subjects.

6.20.7 Frequency of Funding of PTA/SMC



86.5% schools reported of being funded to the PTA by the Government.

6.20.8 Frequency of Supply of Text Books from Government



65.9% Heads of the schools reported that their schools were provided text books by the Government only for one year, 23.8% Heads of the schools reported about the provision of text books only for two years and 10.3% Heads of the Institutes reported about the same only for three years.

Glimpses

NATIONAL EDUCATION ASSESSMENT SYSTEM (NEAS)
Govt. of Pakistan, Ministry of Education
Second National Stakeholders Conference

MIN
Three

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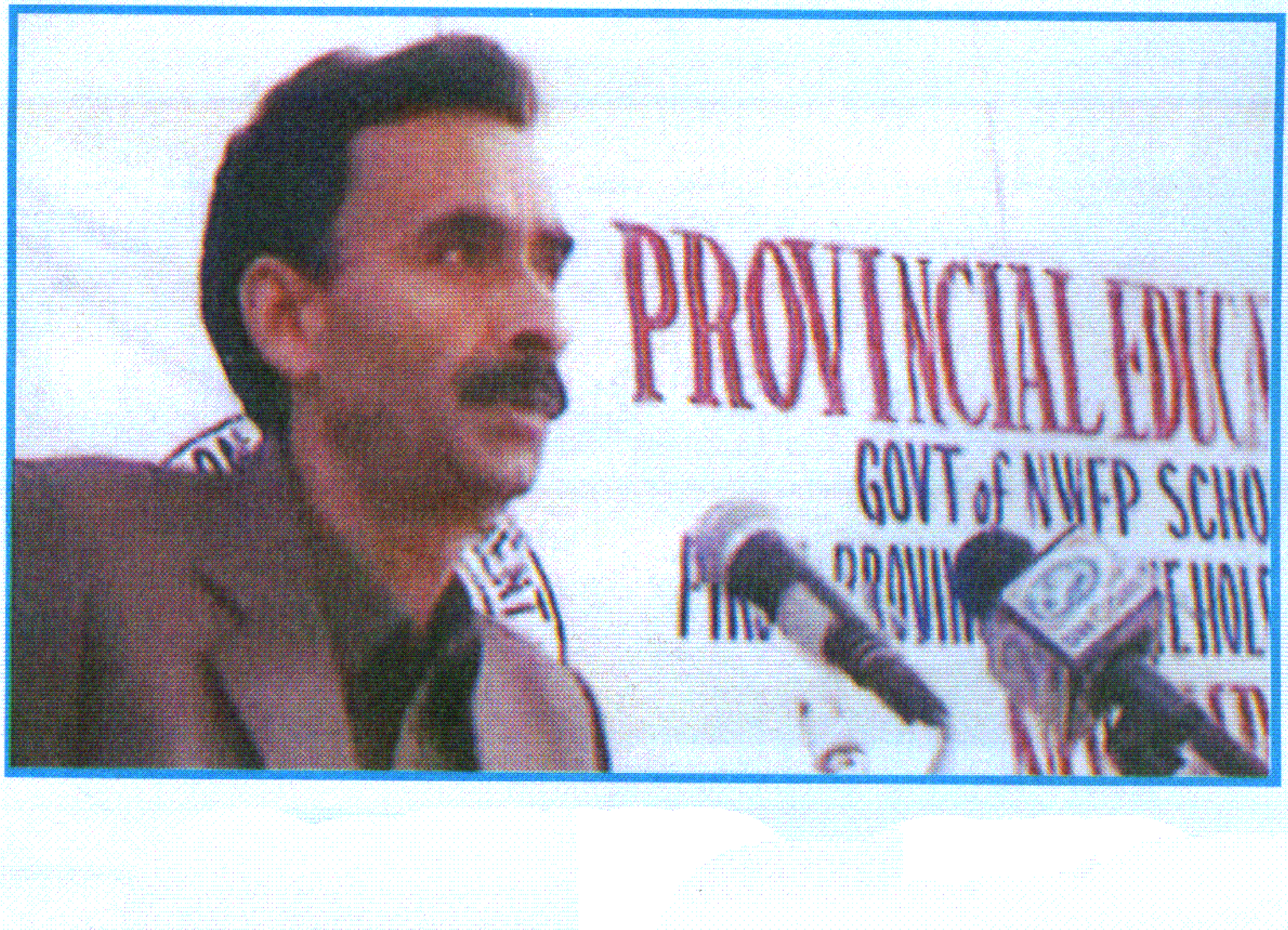
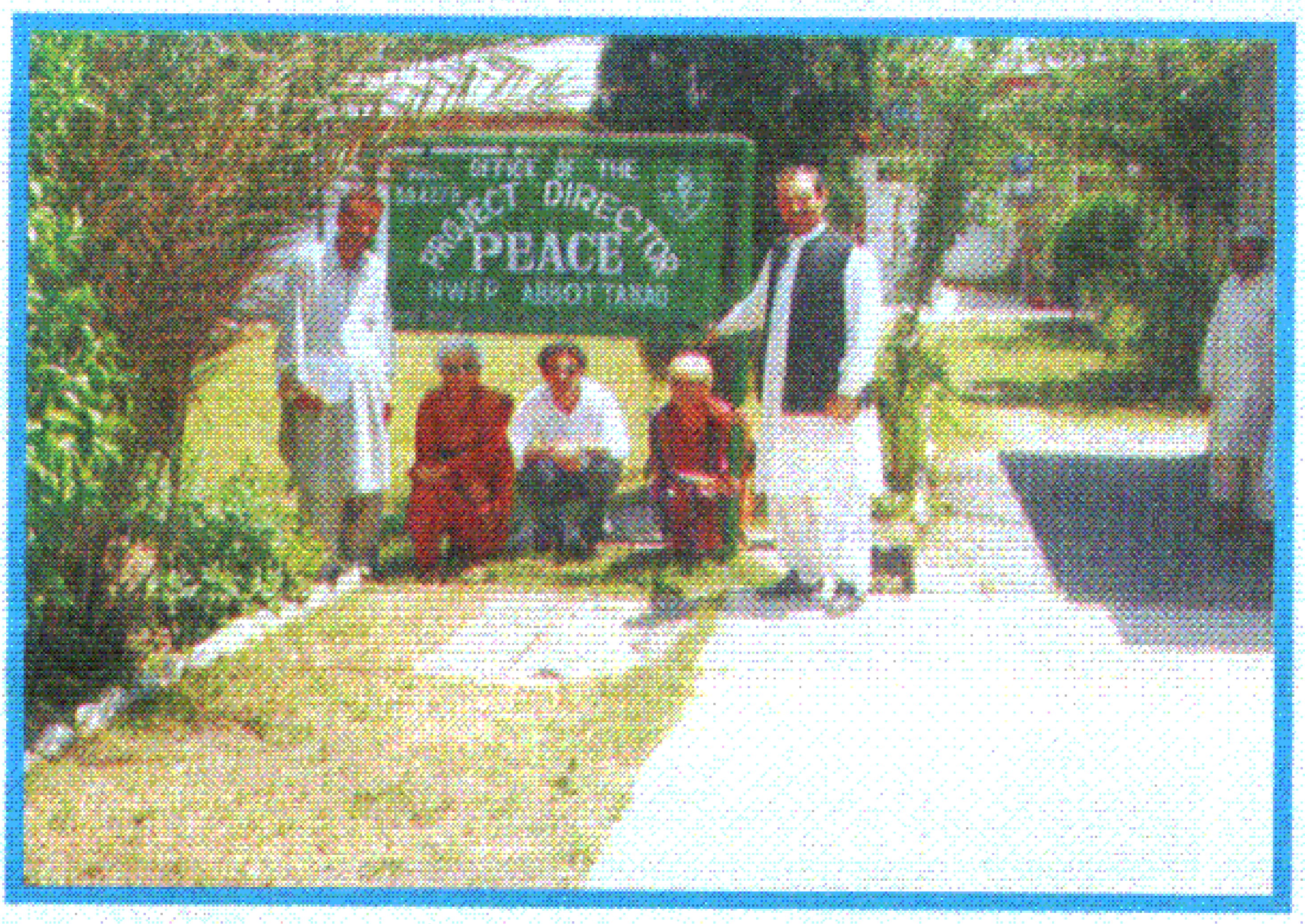

PROVINCIAL EDUC
GOVT of NWFP SCHO

SCHOOL & LITERACY DEPARTMENT
FIRST PROVINCIAL STAKEHOLDERS CONFERENCE
NOVEMBER 23, 2006
AT
REGIONAL INSTITUTES for TEACHER EDUCATION (RITE) FEMALE Atd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